ED 391 872 AA 001 270

Resources in Education (RIE). Volume 31, Number 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 96
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 391 873 CE 070 144

Diaz, Rony V.; And Others
The Challenge of a Knowledge Society. A Philippine Plan of Action.
PUB DATE- 95
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Computer Assisted Instruction; Corporate Education; Educational Change; *Educational Innovation; Educational Methods; *Educational Technology; Foreign Countries; National Programs; On the Job Training; Postsecondary Education; Secondary Education; *Technological Advancement; *Vocational Education
IDENTIFIERS- *Philippines

This volume explores the potentials of advanced technologies as they apply to education and training and looks at efforts to exploit these potentials in three areas: vocational-technical training, formal education, and corporate programs. An introduction, "The Age of Knowledge Work" (Emmanuel T. Velasco, Gayla C. Carreon), defines concepts--future work, knowledge workers, information superhighway, networks, interactive multimedia, and other terms that arise to describe rapid developments in the fields of information technology and electronic communications. It describes the changes that technology has wrought in the world of work and the effects that these have had on other areas. Chapter I presents a summary of the findings from surveys on the use of computer technology in the three sectors in the Philippines: "Using Computer Technology for Worker Education and Training (National

ED 391 892 CE 070 743

Business, Marketing, and Information Management. Georgia Core Standards for Occupational Clusters.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 95
NOTE- 55p.; For core standards in other disciplines, see CE 070 744-748.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Basic Skills; Behavioral Objectives; *Business Education; Competence; *Competency Based Education; Core Curriculum; *Employment Qualifications; Information Management; *Interpersonal Competence; Marketing; Secondary Education; *Statewide Planning; Thinking Skills; Two Year Colleges
IDENTIFIERS- *Georgia

This document lists core standards and occupational knowledge and skills that have been identified and validated by industry as necessary to all Georgia students in business, marketing, and information management programs. First, foundation skills are grouped as follows: basic skills (reading, writing, arithmetic/mathematics, listening, speaking); thinking skills (creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, reasoning); and personal qualities (responsibility, self-esteem, sociability, self-management, integrity, honesty). The second section, which lists competencies specific to the business/marketing/information cluster, is organized into the following categories/subcategories: resources (time, money, materials/facilities, human resources); interpersonal (participating as a team member, teaching others new skills, serving clients and customers, exercising leadership, negotiating, working with diversity); information (acquiring, evaluating , organizing, and maintaining information); systems (economics, business, marketing, accounting/finance, management, business ethics, legal, monitoring and correcting performance, improving and designing systems); and technology (selecting and applying technology, maintaining and troubleshooting equipment). Each section includes the following: skill statement(s); performance standard(s); list of occupational knowledge and skills; and code number under which the knowledge/skill is listed in Georgia's career cluster standards. (MN)

ED 391 893 CE 070 744

Environmental and Agricultural Sciences. Georgia Core Standards for Occupational Clusters.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 95
NOTE- 67p.; For core standards in other disciplines, see CE 070 743-748.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Agricultural Education; Agricultural Occupations; *Basic Skills; Behavioral Objectives;

ED 391 913 CE 070 775

Hayes, Elisabeth; And Others
Refinement and Expansion of Portfolio Assessment Strategies in Adult Basic Skills Programs. Final Report.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.
PUB DATE- 95
NOTE- 181p.; Handwritten material in portfolio examples will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Demonstration Programs; Models; *Portfolio Assessment; Portfolios (Background Materials); Program Implementation; Qualifications; Self Evaluation (Individuals); *Student Evaluation; Student Records; Workplace Literacy

A special demonstration project investigated the use of portfolio assessment in several adult basic education settings, including workplace education programs and science courses for adult high school equivalency students. Built upon a 1993-94 project that pilot tested a portfolio assessment process, the current project was based on two principles. The first principle was the desirability of developing an assessment process specific to the educational program, rather than trying to adopt a "generic" model. The second principle was that teachers who will use the portfolios should be involved in the development of the process. The portfolios were designed to contain the following materials: class assignments, categorization exercises, lab reports, self-reflection, written answers to questions, a summary of the unit studied, science vocabulary log and list, student-created charts, notes from group discussions, student's personal notes, and possibly photos, tapes, and student research. The portfolios were intended to do the following: show progress over time, provide evidence of learning, present student-created material, document oral and written comprehension, demonstrate reading competence, and record teacher exit notes. The best evidence for the success of the project was the portfolios themselves. (The report includes pilot study reports by four teachers using the portfolios, recommendations for refinements of the portfolios, and six appendixes showing examples of portfolios.) (KC)

ED 391 914 CE 070 776

Wilson, Patricia
One Stop Career Center.
PUB DATE- Dec 95
NOTE- 17p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Career Development; *Career Information Systems; Computer Networks; Information Networks; Job Development; *Job Placement; *Job Training; *Occupational Information
IDENTIFIERS- *California; *Career Centers

With the aid of a U.S. Department of Labor grant, a number of one-stop career centers are being developed or have been implemented in California. A one-stop career center is a

ED 391 931 CE 070 819

Crane, Eric C.; Dillon, Brenda M.
Biennial Report for the Period Ending June 30, 1995.
PUB DATE- Jan 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Advisory Committees; Cooperative Planning; Cooperative Programs; Correctional Education; *Educational Development; *Educational Research; Federal Aid; Federal Legislation; Futures (of Society); Postsecondary Education; Program Effectiveness; Program Evaluation; Program Improvement; Secondary Education; State Aid; State Legislation; State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982

This report presents a summary of the work of Minnesota's State Council on Vocational Technical Education for the biennium ending June 30, 1995. Part 1 summarizes the council's research and development activities. It describes the following: trends in the distribution of state and federal funds for vocational education; conclusions of the Perkins Act-Job Training Partnership Act evaluation, with recommendations regarding program adequacy, effectiveness, and coordination; development of a member handbook and leadership guide for Minnesota technical college program advisory committees; and a study to improve juvenile correctional education. Part 2 highlights the council's collaborative endeavors and initiatives to test ideas and promote their exchange. It contains the following: description of the 1994 town meeting that discussed what technical college students wanted or needed from school; a synthesis of 19 testimonies presented during hearings on the future direction of vocational technical education; report on a roundtable to discuss the possibility of change without pain, two teleconferences, and establishment of the Education and Employment Transitions Council; and description of the newsletter, Communique. Part 3 presents council efforts to recognize achievements in and contributions to vocational-technical education in Minnesota. Recipients of the council's four awards are listed. (Appendixes include a council membership listing, council responsibilities, and list of 17 selected council publications.) (YLB)

ED 391 932 CE 070 820

Proceedings of the Workshop on Technological Literacy and Technology Education (Taipei, Taiwan, March 4-5, 1996).
SPONS. AGENCY- Taiwan National Science Council, Taipei.
PUB DATE- Mar 96
NOTE- 107p.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; *Educational Needs; *Education Work Relationship; *Engineering; Foreign Countries; Individualized Instruction; Postsecondary Education; Secondary Education; Technical Education; *Technological Advancement; *Technology Education; Vocational Education
IDENTIFIERS- *Japan

ED 391 950   CE 070 857

Swindells, Julia, Ed.
The Uses of Autobiography. Gender & Society: Feminist Perspectives on the Past and Present.
PUB DATE- 95
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Literacy; Adult Students; *Autobiographies; Biographies; Diaries; *Educational Change; Experiential Learning; Feminism; Foreign Countries; Higher Education; Literacy Education; *Personal Narratives; Sex Fairness; Social Change; *Student Motivation; *Teaching Methods; Womens Studies
IDENTIFIERS- Africa; France; Great Britain; Middle East; New Zealand

This collection explores the range of uses of autobiography from the 19th century to the present and from Africa, the United States, Middle East, France, New Zealand, and Britain. The chapters draw on a number of approaches, including historical and literary methods. They are frequently about the retrieval and reclamation of previously hidden or misrepresented writings; anthropological and educational strategies, often using personal testimony as a means of questioning assumptions about the status quo; and demonstrations of autobiographical practice in writing workshops and performance art. "Introduction" (Julia Swindells) considers the tradition of autobiography and its uses. Two articles in chapter 2 explore theories of autobiography: "The Face of Autobiography" (Laura Marcus) and "Why Does an Author Who Apparently Draws So Much on Autobiography Seem Committed to 'Alienating" the Reader?" (Jane Unsworth). Chapter 3 has two papers on gender, militancy, and wartime: "'She Who Would Be Politically Free Herself Must Strike the Blow': Suffragette Autobiography and Suffragette Militancy" (Maroula Joannou) and "'Dear Laughing Motorbyke': Gender and Genre in Women's Letters from the Second World War" (Margaretta Jolly). Chapter 4 consists of two papers on making sense of the self: "A Strategy for Survival" (Clare Blake) and "Cultural Identities under Pressure" (David Whitley). The two parts of chapter 5 on constructing the self, inventing Africa are "Gender and Iconography in Auto/Biographies of Nelson and Winnie Mandela" (Cheryl-Ann Michael) and "Memory, History, and 'Faction' in Wole Soyinka's 'Ake' and 'Isara'" (Ato Quayson). The two parts of chapter 6 on autobiography, authenticity, and 19th-century ideas of race are as follows: "Sentimentality and the Slave Narrative" (Sarah Meer) and "Speculating Upon Human Feeling" (Nadia Valman). Chapter 7 has two chapters that focus on sisterhood and self-censorship in the 19th century: "Writing Herself: The Diary of Alice James" (Janet Bottoms) and "Gender Negotiations in Nineteenth-Century Women's Autobiographical Writing" (Pam Hirsch). Chapter 8 has two papers on the educative "I" in 19th-century women's autobiographies: "Catharine Cappe of York (1822)" (Ruth Symes) and "'What I Earnestly Longed For...': Elizabeth Missing Sewell, Writing, Autobiography and Victorian Womanhood" (Brian Ridgers). Chapter 9 focuses on autobiography and educational change in "I Wanted to Nurse. Father Wanted Teachers." (Bobbie Wells, Peter Cunningham). The two parts of chapter 10 are on life histories, adult learning, and identity: "Writing about Learning" (Alistair Thomson) and "Motives, Mature Students, the Self, and Narrative" (Mary Lea, Linden West). The final three chapters

ED 391 969 CE 070 903

Assessing Job Applicants for Skills To Keep the Automotive Industry Competitive.
PUB DATE- 96
NOTE- 30p.; Presented at Workforce 2000 (Orlando, FL, January 31 - February 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Employment Qualifications; Evaluation Methods; Labor Force Development; *Manufacturing Industry; *Partnerships in Education; *Personnel Evaluation; Personnel Selection; *Regional Programs; *School Business Relationship; Simulation; Teamwork; Two Year Colleges
IDENTIFIERS- *Automobile Industry; *Ohio (Dayton)

The Advanced Integrated Manufacturing (AIM) Center is a partnership between Sinclair Community College and the University of Dayton (Ohio) that was established to help local manufacturing companies achieve world-class performance by improving their business practices, selecting/developing a highly skilled work force, and making appropriate use of technology. The AIM Center, which serves the greater Dayton area, responded to a request from General Motors to develop tools to help General Motors assess its job applicants for the skills needed to keep the automotive industry competitive. The assessment tools were developed by a team consisting of General Motors employees and members of the University of Dayton's Human Factors Department. The team developed a four-station (strut assembly, strut packing/labeling, rod assembly, brake hose inspection) work simulation assessment and a team assessment that related applicants' team interaction and problem-solving abilities. The simulations replicated the factory environment as closely as possible, even including an audiotape of factory background noise that was played during the work simulation. Twenty assessors were selected from the community and given 20 hours of training in work simulation assessment and 6 hours of training in team assessment. (Appendixes constituting approximately 75% of this document contain the simulations and sample simulation scores.) (MN)

ED 391 970 CE 070 904

Accounting Technology Associate Degree. Louisiana Technical Education Program and Course Standards. Competency-Based Postsecondary Curriculum Outline from Bulletin 1822.
PUB DATE- Jun 95
NOTE- 15p.; For a related document, see CE 070 905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Associate Degrees; Behavioral Objectives; Business Skills; Competence; *Competency Based Education; Course Content; *Financial Services; Office Automation; *Paraprofessional Personnel; State Curriculum Guides; State Standards; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Louisiana

This document outlines the curriculum of Louisiana's accounting technology associate degree program, which is a 6-term (77-credit hour) competency-based program designed to prepare students for employment as accounting technicians providing

ED 391 989 CG 025 981

Kapes, Jerome T.
Locating and Evaluating Career Assessment Instruments. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Aptitude Tests; Career Choice; *Career Counseling; Career Exploration; Career Guidance; Career Planning; Careers; Evaluation Methods; Evaluation Research; *Interest Inventories; *Occupational Tests; Testing; Test Interpretation; *Test Reviews; *Test Selection
IDENTIFIERS- ERIC Digests

Much information is available to help users locate and evaluate career assessment instruments. This digest can help improve their evaluations. For the purpose of both locating and evaluating career assessment instruments there are three primary sources. Best known among these are the Buros Institute's publication "Tests in Print" and its comparison set of reviews in the "Mental Measurements Yearbooks." A second source is "Tests and Test Critiques." Both include a listing and brief description of most tests commercially available in English speaking countries as well as periodically published volumes of test reviews. The third source, published by the National Career Development Association, is "A Counselor's Guide to Career Assessment Instruments." This book contains reviews of the most prominent career assessment instruments as well as brief descriptions of most others commercially available. It also includes chapters on selecting, evaluation, using, and interpreting career relevant tests. There are a number of other sources that focus on specialized aspects of career assessment. Instrument evaluation sources and standards are discussed. (JBJ)

ED 391 990 CG 025 982

Thompson, Bruce
Inappropriate Statistical Practices in Counseling Research: Three Pointers for Readers of Research Literature. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counseling; Educational Researchers; Evaluation Methods; Evaluation Problems; Research Design; Research Methodology; *Research Problems; *Scoring; *Statistical Analysis; Statistics; *Test Interpretation; *Test Reliability; Test Use
IDENTIFIERS- ERIC Digests

The research literature provides important guidance to counselors working to keep abreast of the latest thinking regarding best practices and recently developed counseling tools. The purpose of this digest is to highlight a few errors that seem to recur

ED 392 010 CG 026 853

The Future of America's Schools. Psychology's Role in Education.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Childhood Needs; Children; Cooperative Programs; Elementary Secondary Education; High Risk Students; *Integrated Services; *Psychological Services; Psychological Studies; *Psychologists; *Psychology; School Counseling; *School Effectiveness; School Psychologists; Shared Resources and Services; Well Being

An environment in which children feel secure and achieve a sense of emotional well-being is an environment in which children can learn. Today, psychology's greatest contributions to education are those that promote student welfare and enhance educational effectiveness and student achievement. Schools mirror society; both are struggling with issues that threaten not only teaching and learning but the very process of human growth. The challenges to childhood are complex and often frightening. To fulfill their mission, modern educators need the body of knowledge and the understanding of human behavior that is psychology. Psychologists bring to the schoolhouse of the 1990s a perspective that is both biological and behavioral in its approach. Psychology has always been fundamental to education. As a research discipline, it provides the current basis for understanding the learning process. However, one-time, single solution approaches will not succeed. Comprehensive, interdisciplinary services for children and families are required. Comprehensive programs which support the following topics are briefly described: expanding health and social services; preventing violence; and dealing with diversity in the classroom. National educational goals signal widespread recognition of the challenges facing our education system and are, in turn, a virtual blueprint for the contributions psychology can make toward improving the education environment and student achievement. (JBJ)

ED 392 011 CG 026 854

Psychology's Role in Health Care.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Adolescents; Children; Females; *Health Care Costs; Health Insurance; *Health Promotion; Mental Disorders; *Mental Health; Mental Health Clinics; Mental Health Programs; Mental Health Workers; Occupational Safety and Health; Professional Training; *Psychological Services; Psychological Studies; Psychologists; Psychology; Public Health; Violence; Work Environment
IDENTIFIERS- American Psychological Association; *Health Care Reform

This information packet contains eight two- to three-page publications from the American Psychological Association series

ED 392 030 CS 012 367

Morrill, Cynthia
Improving Reading Comprehension in Seventh Graders.
PUB DATE- 20 Dec 95
NOTE- 102p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Grade 7; Instructional Effectiveness; Junior High Schools; *Metacognition; *Reading Comprehension; *Reading Improvement; *Reading Strategies; *Thinking Skills
IDENTIFIERS- Illinois (North)

This report describes a program for improving reading comprehension in seventh graders by focusing on higher order thinking and metacognitive skills. The targeted population was in a growing, middle class community located in northern Illinois. The problem of below grade level reading comprehension was documented by Illinois Goals Assessment Program scores for reading and from examination of students' files as regards to reading scores. Additional data was also obtained through a teacher-selected assessment administered at the start of the program. Analysis of probable cause data revealed that students were lacking in literacy experiences due to a variety of environmental factors. Curricular deficiencies, inadequate emphasis on higher order thinking skills, and students' lack of awareness of metacognitive strategies also contributed to this problem. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of this intervention: a more intensive use of strategies that fostered higher order thinking and metacognitive skills. Post intervention data indicated that students were successful in using the intervention's metacognitive plan which forced interaction with the text for the construction of meaning. The students' use of metacognitive reflection, along with comprehension tasks that required higher order thinking skills, resulted in improved reading comprehension. Contains 24 references and 4 tables of data. Appendixes present evaluation instruments, active reader forms and assessments, examples of purpose setting questions and comprehension tasks, examples of student work, textbook tests, and scoring rubrics. (Author/RS)

ED 392 031 CS 012 368

Miller, Wilma H.
Constructing a Handout To Use with Parents of Young "At-Risk" Children in Improving Emergent Literacy Skills.
PUB DATE- Nov 95
NOTE- 6p.; Paper presented at the Combined Meetings of the Great Lakes and Southeast International Reading Association (1st, Nashville, TN, November 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *At Risk Persons; *Beginning Reading; Early Childhood Education; *Emergent Literacy; Learning Activities;

ED 392 049 CS 215 211

Johnson, J. Paul
Theoretical Freedoms, Practical Successes.
PUB DATE- 21 Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; Cooperation; *Cooperative Learning; Higher Education; *Research Papers (Students); Rhetoric; Rhetorical Theory; *Teacher Student Relationship; Writing (Composition); Writing Assignments; *Writing Instruction
IDENTIFIERS- *Axiology

According to a recent article by Richard Fulkerson, there is some consensus among those who teach writing about what makes writing good. Apparently, a growing number of writing instructors' aims constitute what Fulkerson calls "rhetorical axiology." Rhetorical axiology is a belief system in which teachers value highly "overall rhetorical effectiveness" in writing, or "audience awareness" or persuasiveness. According to Fulkerson's scheme, a rhetorical axiologist is a person who sees writing not as above-all-else formal or above-all-else expressive or above-all-else accurate--but a person who sees writing as a social, communicative transaction rather than as a solitary, expressive act. Rhetorical axiology stresses writing as a social transaction, an attempt to enter (and perhaps change) a "discourse community," a community in which writers have established and accepted certain premises, assumptions, conventions, and have valued and privileged certain kinds of evidence, certain kinds of research, and certain kinds of texts. In the classroom, however, rhetorical axiology carries with it some hazards. In his effort to ensure that students' products are rhetorically impressive, an instructor often finds that his role in the collaborative classroom usurps that of his students. In one class, the instructor found that his role as coordinator of a collaborative research paper extended far beyond what was needed; more recently, he has allowed the students to coordinate the effort and results have been much more satisfying. (TB)

ED 392 050 CS 215 213

Welch, Kathleen E.
Orality, Classical Rhetoric, and the New Literacy.
PUB DATE- Dec 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Language Role; Mass Media Role; *Oral English; *Rhetoric; Rhetorical Theory; *Speech Communication; *Television; *Writing (Composition); Writing Instruction; Writing Teachers

ED 392 069   CS 215 243

Jody, Marilyn; Saccardi, Marianne
Computer Conversations: Readers and Books Online.
PUB DATE- 96
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Childrens Literature; Class Activities; *Classroom Environment; *Computer Assisted Instruction; Computer Networks; Elementary Secondary Education; *Instructional Innovation; Internet; *Language Arts; Literature Appreciation; Online Systems; Reader Response; Reading Motivation; *Teacher Role
IDENTIFIERS- Response to Literature; Technology Integration; *Technology Mediated Interactive Learning

Intended to help teachers explore the instructional use of computers meant for books and literature, this book describes how to organize classrooms for an online project, how to create a community of readers in the classroom, and how to teach children to talk about books. It also discusses such practical needs as computer equipment, staff development, and administrative and technical support. Chapters in the book are: (1) The BookRead Project; (2) The Classroom; (3) The Literature; (4) Computer Conversation Basics; (5) Books on Computer; and (6) Networks and Online Conversations. The book also contains five helpful appendixes. The first presents excerpts of interactions with students online; others offer a model for a reader-response workshop and provide a comprehensive guide to computer resources for teachers. Contains an extensive bibliography of children's books. (NKA)

ED 392 070   CS 215 253

Hamston, Julie; Murdoch, Kath
Integrating Socially: Planning Integrated Units of Work for Social Education.
PUB DATE- 96
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Environment; Critical Thinking; Curriculum Development; Educational Practices; Elementary Education; *Inquiry; *Integrated Curriculum; *Language Role; *Problem Solving; *Theory Practice Relationship; Values Clarification
IDENTIFIERS- Integrated Contextual Learning; *Social Education

Essentially about classroom practice, this book is based on the idea that social education brings the world into the classroom. The book provides opportunities for young learners to explore and clarify values and attitudes, develop investigative skills, discuss issues, solve problems, make decisions and act on the understandings they have developed about the world around them. A comprehensive guide to developing integrated units of work for social education with a focus on language, the planned units in the book cover a broad spectrum of topics and are an immediate resource for teaching as well as models for the teacher's own planning. All the activities outlined in the book have been trialed across a range of age levels in the elementary school. The book includes: (1) an overview of the

ED 392 088 CS 509 182

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Communication Theory and Methodology Division.
PUB DATE- Aug 95
NOTE- 566p.; For other sections of these Proceedings, see CS 509 173-187 and CS 509 196.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agenda Setting; Communication Research; Headlines; Internet; Media Research; Newspapers; Presidential Campaigns (United States); *Public Opinion; *Research Methodology; Surveys
IDENTIFIERS- Cultivation Theory (Television); Family Communication; Knowledge Gap Hypothesis; *Media Coverage; *Risk Communication

The Communication Theory and Methodology section of the proceedings contains the following 18 papers: "The Continuing Question of Motivation in the Knowledge Gap Hypothesis" (Tom Weir); "Memory Decay and the Agenda-Setting Effect: An Examination of Three News Media" (Wayne Wanta and Melissa J. Roy); "Open, Closed, or Both: Expanding the Flexibility of Question Formats in Survey Research" (Paul S. Voakes); "Telling the Truth: Respondent Accuracy in Mass Media Polling" (James Simon and others); "Cultivation Theory Revisited: Another Look at the Theory and Implications for Future Research" (Shinichi Saito); "The Influence of Severity, Vulnerability, and Response Efficacy on Information Seeking and Behavioral Intention" (Kurt Neuwirth and others); "Cultivation and the Influence of Media in Public Opinion Homogenization" (Kimberly Neuendorf and others); "Measuring the Ideological Center in Press Coverage of Election Campaigns" (Tien-tsung Lee and Anthony Y.H. Fung); "The Role of the Self in the Third-Person Effect: A View from Cognitive and Motivational Perspectives" (Li-Ning Huang); "Community Newspapers, Community Pluralism and the Local Impact of Non-Local Groups" (Douglas Blanks Hindman); "Redefining 'Know Nothings'" (Dixie Evatt); "A Spatial Model of Ideology and Political Communication: Voter Perceptions of News Reporting" (James W. Endersby and Ekaterina V. Ognianova); "Family Communication Patterns and Family Functioning: A New Look at an Old Construct" (Joan L. Conners and Lewis R. Horner); "Agenda Setting Reconsidered: The Process at Work in Music Radio" (Joseph E. Burns); "Call-In Media Exposure and Strength of Candidate Preference: An Analysis of the 1992 NES Pre-/Post-Election Survey" (Erik P. Bucy); "Schematic Frames and Reader Learning: The Effect of Headlines" (Glen L. Bleske); "The Influence of Presidential Agenda-Setting on the Mass Media's Coverage of the 'Information Superhighway'" (Lisa A. Beinhoff); and "Reconsidering the Theoretical Linkage between Risk Communication and Relative Personal Invulnerability: A Path Analysis" (Yu-Wei Hu). (RS)

ED 392 089 CS 509 183

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Communication Technology and Policy Division.
PUB DATE- Aug 95
NOTE- 265p.; For other sections of these proceedings, see CS 509 173-187 and CS 509 196.

ED 392 107 CS 509 205

Jabs, Lorelle
Ethnography of Communication: A Unique Contribution to Organizational Research.
PUB DATE- Nov 95
NOTE- 59p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Ethnography; Higher Education; *International Communication; *Language Role; *Naturalistic Observation; *Organizational Communication; *Research Methodology
IDENTIFIERS- Communication Context; Multinational Corporations; *Organizational Culture; Organizational Research

This paper argues that while organizational research includes a diverse array of naturalistic approaches, a gap exists in the organizational literature that can only be filled by the ethnography of communication (EC). The paper proposes that, instead of using speech to do qualitative research, speech itself should be studied as the topic of interest, thus providing a fresh approach to organizational communication research along with practical potential for reducing misunderstandings and alleviating organizational conflict. Defining the ethnography of communication as the study of communicative conduct, the paper states that it is an approach to culture which has only recently been applied to the study of organizations. The paper explores the following: (1) the ethnography of communication as a field of study; (2) how organizational ethnographies of communication (OECs) differ from other naturalistic, interpretive studies of organizations; and (3) the unique contributions of OECs to organizational communication research and to management. Three pertinent studies are identified and then analyzed in the paper--those undertaken by L. A. Baxter (1993), by D. Carbaugh (1988), and by M. R. Huspek (1986). The studies reviewed in the paper illustrate some of the specific benefits available to the organizations examined in the studies; the EC approach also has obvious application in multinational companies where interaction between subsidiaries located in different countries may prove bewildering. Contains 47 references and 14 notes, a table, and an explanatory appendix with a table. (NKA)

ED 392 108 CS 509 206

Derryberry, Bob R.
Forensic Evolution: Influences upon Local Program Development.
PUB DATE- 19 Nov 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; Change Strategies; *Debate; Higher Education; *Persuasive Discourse; Program Development;

ED 392 128 EA 027 351

Mawdsley, Ralph D.
Pupil Transportation and the Law. Second Edition. NOLPE Monograph Series, No. 55.
PUB DATE- 96
NOTE- 106p.; For previous edition, see ED 350 687.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Constitutional Law; *Court Litigation; Disabilities; Educational Finance; Elementary Secondary Education; Federal Legislation; Federal Regulation; *Legal Responsibility; Private Education; School Buses; School Desegregation; *School Districts; *School Law; State Legislation; *Student Transportation; Transportation

School officials face a daunting array of legal responsibilities in managing student transportation. This monograph identifies and discusses the most important transportation problems facing school officials, despite the considerable variances among state requirements. Following the introductory section, section 2 describes school districts' and school boards' liability for transportation decisions, including school-bus safety and requirements, selection of transportation, care owed to students during transportation, and school defenses in transportation literature. The third section outlines the legal responsibility involved in the school district's duty to transport students, including governance decisions, general financial considerations, funding of transportation, transportation of nonpublic students, transportation for special-needs students, and transportation for desegregation purposes. A conclusion reached in the final section is that legislative or administrative statutes or regulations face judicial scrutiny under federal and state constitutional standards, as well as consistency within the total state legislative scheme. Transportation guidelines, a table of cases, and an index are included. (LMI)

ED 392 129 EA 027 354

Zuba, Marge Tye
"Wish I Could've Told You": Portraits of Teenagers Almost Dropping Out.
PUB DATE- 95
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Attendance; *Dropout Prevention; Family School Relationship; High Schools; *High School Students; No Shows; Out of School Youth; *Potential Dropouts; Special Needs Students; Student Motivation; *Truancy

This book offers profiles of 30 high school students at Oak Park and River Forest (OPRF) High School, in the Chicago suburb of Oak Park, Illinois. Located in a neighborhood characterized by great disparity among residents' incomes, the school is one of the country's premier secondary schools. The book was written by the school dean, who taught a seminar to chronically truant students. The class focused on family systems, communication skills, service, negotiation, and how to make healthy choices. The profiles identify and address problems that prevented students from attending school. One chapter describes the self-portrait project that helped students develop positive self-

ED 392 149 EA 027 378

Gaustad, Joan
Assessment and Evaluation in the Multiage Classroom. Special Issue.
PUB DATE- 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Competence; *Educational Assessment; Elementary Secondary Education; *Mixed Age Grouping; *Nongraded Instructional Grouping; Performance; Portfolio Assessment; *Student Evaluation; *Testing Problems
IDENTIFIERS- *Authentic Assessment

Assessment of student progress is a challenge for educators who use developmentally appropriate practices such as multiage grouping. Interest in alternative types of assessment has become widespread. These performance-based, or authentic, assessments are explored in this document, which presents assessment strategies that work effectively with multiage instructional approaches. Chapter 1 begins by examining the purposes of assessment and then compares the characteristics, strengths, and limitations of conventional and authentic assessments. Chapter 2 explores methods used to assess and document the process of learning, such as observation, anecdotal records, and developmental checklists, and presents means of assessing, evaluating, and organizing authentic products of student learning. Issues involved in reporting student progress to parents and administration are examined in the third chapter. Chapter 4 considers the implications of authentic-assessment approaches for administrators and school boards, and summarizes what administrators should know about teachers' requirements to effectively implement new assessment methods. A summary publication is included. The appendix contains an overview of authentic-assessment practices in Oregon. Data were gathered from interviews with 10 educators and assessment specialists. (Contains 97 references.) (LMI)

ED 392 150 EA 027 379

Wilmore, Elaine L.
The Courts, Religion, and Public Education. Freedom of Conscience and the Lemon Test. The Human Side: How Does All This Affect Kids?
PUB DATE- Jan 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 26-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Christianity; Compliance (Legal); *Constitutional Law; Elementary Secondary Education; Extracurricular Activities; *Politics of Education; Religion; *School Activities; *School Prayer; *State Church Separation

Most school districts have cautiously avoided situations in which they may violate the legal principle of church-state separation. This paper describes a few cases in which public schools found ways to legally include Christian activities for

ED 392 171 EA 027 405

Duncan, Janice E. Lewis

Perceptions of High school Students and School Personnel toward Gang Activity, Violence, and Safety in the High Schools of the Hinds County Public School District in Mississippi.

PUB DATE- Nov 95

NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- High Schools; *High School Students; *Juvenile Gangs; *School Personnel; *School Safety; *Student Attitudes; *Violence

IDENTIFIERS- *Hinds County School District MS

This paper presents findings of a study that examined students' and school personnel's perceptions of gang activity, violence, and safety in the high schools of the Hinds County Public School District in Mississippi. The perceptions were measured against the student variables of grade level, age, gender, and race, and the school personnel variables of years of experience, gender, certification, and race. A total of 563 students and 38 school personnel responded to a survey, a 68 percent student response rate and a 93 percent school personnel response rate. Findings indicate that grade level, age, gender, and race had no significant effect on students' perceptions. Years of experience, gender, certification, and race had no significant impact on school personnels' perceptions. Tenth-grade students perceived the presence of gang activity in the district, while upperclass students had an impression of safety at school. White students perceived school violence as problematic. School personnel viewed gang activity and violence as a primary concern. One table is included. (Contains 71 references.) (LMI)

ED 392 172 EA 027 406

Anfara, Vincent A., Jr.

The Ritual and Liminal Dimensions of Student Resistance to the Formal Culture of Schooling: The Relational Conditions That Promote Resistance.

PUB DATE- May 95

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Environment; High Schools; Qualitative Research; *Student Alienation; *Student Attitudes; Student Behavior; *Student School Relationship; *Student Subcultures; Teacher Student Relationship; Trust (Psychology)

Few empirical studies have examined student resistance and counterculture. This paper presents findings of a study that investigated the subjective experience of high school students to understand student resistance to the formal culture of schools. The research used a conceptual framework based on the anthropological concepts of "ritual" and liminal experiences in order to: (1) identify student behaviors that constitute resistance; and (2) identify school conditions that promote acts of resistance. Data were gathered from interviews with 48 students at four inner-city high schools in the southeastern

ED 392 190 EC 304 620

Asselin, Susan B.
Transition Revisited: Are We Moving Forward?
PUB DATE- 19 Oct 95
NOTE- 11p.; Paper presented at the Annual Conference of the Division on Career Development and Transition, Council for Exceptional Children (Raleigh, NC, October 19, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Agency Cooperation; Change Strategies; *Cooperative Planning; Cooperative Programs; *Disabilities; *Education Work Relationship; Inclusive Schools; Individualized Programs; Inservice Teacher Education; Secondary Education; State Surveys; Student Participation; *Technical Assistance; *Transitional Programs; Vocational Evaluation; Young Adults
IDENTIFIERS- Empowerment; Special Education Directors; Virginia

Project UNITE (Unified Intercommunity Transition and Empowerment for Youth and Young Adults with Disabilities) is a federally funded transition systems change grant in Virginia which attempts to integrate services among educational systems, human service agencies, communities, families, and consumers with disabilities who are involved in transition from school to work and the community. Resources are directed to the local level through regional technical assistance centers which provide information, training, coordination, and consultation. A survey of the 135 special education directors in the state (with an 87 percent response rate) examined implementation of four categories of transition service--coordinated planning, integration, support service, and administrative support. Results were compared with a similar survey conducted 3 years earlier. Findings indicated: substantial gains in planning strategies prior to school exit and in involvement of the individual with the disability or an advocate in the planning process; a lag in the provision of assistive technology behind the rate of integration of students with disabilities; increased participation of students with disabilities in work experience instruction; decreased involvement of vocational rehabilitation staff and social workers on transition teams; increased inservice for personnel and establishment of a procedure for a continuum of career/vocational services; and an increased number of school districts with formal interagency teams. The questionnaire is attached. (DB)

ED 392 191 EC 304 622

Wermuth, Thomas R.; Grayson, Thomas E.
Case Studies of State-Level Cross-Disciplinary Transition Policy Implementation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Agency Cooperation; Case Studies; Change Strategies; Delivery Systems; *Disabilities; Educational Change; Educational Policy; Education Work

ED 392 210 EC 304 641

Cognitive Impairments and the Application of Title I of the Americans with Disabilities Act.
PUB DATE- 26 Jan 96
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Agency Cooperation; Career Development; Civil Rights Legislation; Compliance (Legal); Education Work Relationship; *Employment Level; *Federal Legislation; Federal Programs; Individualized Programs; *Mental Retardation; National Surveys; *Supported Employment; Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- *Americans with Disabilities Act 1990

This report provides an analysis of those portions of the Americans with Disabilities Act (ADA) and related legislation relevant to the career preparation and employment status of individuals with cognitive impairments. It reviews government-sponsored evaluations and professional research in specific areas of labor and education and reports on a national survey of 73 program providers about individualization practices in transition and supported employment programs. The report's general findings are as follows: (1) educational and employment preparation program outcomes for individuals with disabilities in the United States are not promising; (2) efforts regarding compliance with reasonable accommodation requirements of the ADA Title I have focused on architectural modifications rather than other work site modifications (e.g., programmatic); (3) a well-articulated process of individualization and a bank of useful accommodation practices exist and can be used for employees with cognitive impairments; (4) transition and supported employment programs often incorporate useful accommodation strategies at the worksite; and (5) greater coordination with the hundreds of relevant federal and state programs is needed. Recommendations for policymakers, business and industry leaders, school system personnel, and the disability community are offered. Appendices include the questionnaire used in the survey of program providers and a description of the National Council on Disability. (DB)

ED 392 211 EC 304 642

Howze, Yvonne; And Others
Services for Children with Deafblindness in Missouri. Final Report, Fiscal Year 1994-1995.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 2 Jan 96
NOTE- 390p.; For related parent handbook and workshop materials, see EC 304 643-644.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Curriculum; *Deaf Blind; Delivery Systems; Early Intervention; Education Work Relationship; Elementary Secondary Education; Family Involvement; Infants; *Inservice Education; *Outreach Programs; Parent Education; Program Development; Respite Care; State Programs; *Technical Assistance; Toddlers; Transitional Programs

ED 392 230 EC 304 661

Teaching for Student Differences. Programming for Students with Special Needs, Book 1.
PUB DATE- 95
NOTE- 168p.; For other documents in this series, see EC 304 662-664.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); *Classroom Techniques; *Disabilities; Educational Strategies; Elementary Secondary Education; Foreign Countries; Gifted; Inclusive Schools; *Individual Differences; Individualized Instruction; *Special Needs Students; *Teaching Methods
IDENTIFIERS- Alberta

This volume is the first in a series (developed in response to a needs assessment survey of special educators in Alberta, Canada) providing practical suggestions about instructional strategies, classroom management, preparing individual program plans, and understanding special needs. Book 1 highlights strategies for differentiating instruction within the regular classroom for students experiencing learning or behavioral difficulties or who are gifted and talented. It includes ideas for varying instructional time, the learning environment, resources, materials, presentation, assignments, and assessments to accommodate students with diverse needs. It contains instructional strategies for core subjects (language arts and mathematics) as well as for specific categories of differences. Many forms to assist teacher planning are provided in the extensive appendices, as are instructional guides, inventories, and examples of modifications. (Contains 82 references.) (DB)

ED 392 231 EC 304 662

Essential and Supportive Skills for Students with Developmental Disabilities. Programming for Students with Special Needs, Book 2.
PUB DATE- 95
NOTE- 314p.; For other documents in this series, see EC 304 661-664.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; Check Lists; *Classroom Techniques; Communication Skills; *Curriculum; *Daily Living Skills; *Developmental Disabilities; Elementary Secondary Education; Foreign Countries; Interpersonal Competence; Leisure Education; Mathematics Instruction; *Motor Development; Perceptual Motor Coordination; Reading Instruction; Spelling Instruction; Student Evaluation; Teaching Methods; Writing Instruction
IDENTIFIERS- Alberta

This volume is the second in a series (developed in response to a needs assessment survey of special educators in Alberta, Canada) providing practical suggestions about instructional strategies, classroom management, preparing individual program

ED 392 252 FL 023 584

Frisch, Sondra
Unexpected Rewards of a Networked ESL Community: Or the Confessions of a Convert to the Linked-Computer Classroom.
PUB DATE- Mar 95
NOTE- 6p.; Paper presented at the Annual Meeting of a Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Classroom Techniques; *College Instruction; College Students; Communication Problems; *Computer Assisted Instruction; *English (Second Language); Higher Education; Instructional Effectiveness; Interpersonal Communication; Personal Narratives; Second Language Instruction; *Student Attitudes

A college teacher of both freshman English and English as a Second Language (ESL) recounts the addition of computer networking to her ESL classroom and its effects on student attitudes and performance. When computerized instruction and networking capabilities, already used in freshman composition, were added to the ESL class, a variety of expected and unanticipated changes in classroom communication and student attitudes were evident: appreciation of the trust associated with access to computers; increased student pride in work products; optimism about learning computer use; improved communication between students by overcoming pronunciation and comprehension difficulties; a cooperative atmosphere for learning from errors; and comparatively better learning processes in later classes. In addition, the positioning of the teacher's computer in the middle of the classroom established her position as an interactive collaborator. It is concluded that the networked computers helped create a better learning environment for these students. (MSE)

ED 392 253 FL 023 585

McMillan, Cindy, Comp.
Language Education at the State Level: An Update of Activities.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Competition; Educational Change; Educational Trends; Enrollment Trends; Federal Aid; *Financial Support; *Language Enrollment; *Language Teachers; National Surveys; Political Influences; Resource Allocation; Retrenchment; School Schedules; Second Language Instruction; *Second Language Programs; State Legislation; *State Standards; State Supervisors; *Statewide Planning; Time Blocks; Trend Analysis

A national survey of state foreign language supervisors gathered information on any significant change in second language instruction in their states. Surveys from 30 states were returned. Topic areas included: (1) the impact of systemic reform during 1995; (2) federal funding for standards and reform, and whether or not second language programs would receive any of these funds; (3) actual or proposed foreign language standards and their relationship, if any, to national

ED 392 273 FL 023 618

Duquette, Georges
Le role de l'identite ethnique dans l'acquisition et la retention de competences culturelles et de communication en milieu minoritaire francophone du Nord de l'Ontario (The Role of Ethnic Identity in Acquisition and Retention of Cultural and Communicative Competence in a Francophone Minority Context in Northern Ontario).
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.
PUB DATE- 96
NOTE- 464p.
LANGUAGE- French
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Classroom Environment; Classroom Techniques; *Communicative Competence (Languages); *Cultural Awareness; Elementary Secondary Education; *Ethnicity; Ethnography; Family Environment; Family Influence; Foreign Countries; *French; *French Canadians; Language Acquisition; *Language Maintenance; Language of Instruction; Language Research; Minority Groups; Native Language Instruction; Preschool Education
IDENTIFIERS- Canada; *Non European Francophone Areas; Ontario

A two-and-a-half-year study in northern Ontario (Canada) investigated the relationship between characteristics of the minority French-speaking community, home environment, and the school and classroom environments. Focus was on factors affecting the development and maintenance of cultural awareness, ethnic identity, and communicative competence in French. Four cohorts of students were studied: from kindergarten to second grade, third to fifth grade, sixth to eight grade, and ninth to eleventh grade. Data presented here are based on descriptive statistics, structured ethnographic observations, and normative tests. Data and analyses are summarized in substantial statistical tables within and appended to the report. Findings resulted in the recommendation of 20 instructional strategies and actions for French-language schools in Ontario, based on five basic principles: (1) input before output, life experiences before competence, and comprehension before production; (2) competencies must be developed in accord with the environment; (3) accentuation and validation of Ontario youth and their cultural identity as French Canadians; (4) while addition of a second language does not require loss of the first language, lack of experiences in the first language can have that effect; and (5) support for French Canadian management of their own institutions. (MSE)

ED 392 274 FL 023 619

Frantz, Donald G.; Russell, Norma Jean
Blackfoot Dictionary of Stems, Roots, and Affixes. Second Edition.
PUB DATE- 95
NOTE- 466p.
LANGUAGE- Blackfoot; English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- *Alphabets; *American Indian Languages; Canada Natives; *Dictionaries; Grammar; Idioms; Language Patterns; Language Usage; *Morphology (Languages); Orthographic Symbols; Phonology; Uncommonly Taught Languages

ED 392 294 FL 801 054

Nuestras cuentas diarias: Matematicas. Primaria para adultos, Primera parte, Volumens 1 y 2. Edicion Experimental (Our Daily Accounting: Mathematics. Primer for Adults, Part One, Volumes 1 and 2. Experimental Edition).
PUB DATE- 86
NOTE- 479p.; For related documents, see FL 801 047-068. Photographs may not copy well.
LANGUAGE- Spanish
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Daily Living Skills; Foreign Countries; *General Mathematics; Instructional Materials; *Literacy Education; Native Language Instruction; *Spanish Speaking
IDENTIFIERS- *Mexico

These workbooks are part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. The workbooks, divided in two volumes, are designed to teach skills required in managing ordinary financial transactions and daily tasks requiring a knowledge of weights and measures. Topics covered include different methods of counting; daily situations requiring a knowledge of math; instruments of measurement, such as a scale, a clock, a pitcher, and a measuring tape; real life situations involving computations; multiplication; census figures; distances; division; numerical comparisons; use of decimals; and measurement of terrain. Numerous color photos are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 295 FL 801 055

Nuestras cuentas diarias: Matematicas. Primaria para adultos, Segunda parte, Volumens 1 y 2. Edicion Experimental (Our Daily Accounting: Mathematics. Primer for Adults, Part Two, Volumes 1 and 2. Experimental Edition).
PUB DATE- 90
NOTE- 701p.; For related documents, see FL 801 047-068. Photographs may not copy well.
LANGUAGE- Spanish
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Daily Living Skills; Foreign Countries; *General Mathematics; Instructional Materials; *Literacy Education; *Mathematical Concepts; Native Language Instruction; *Spanish Speaking
IDENTIFIERS- *Mexico

These workbooks are part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. The workbooks are designed to teach skills needed to manage ordinary financial transactions and daily tasks requiring a knowledge of weights and measures. Topics covered include numbers up to eight figures; basic mathematical tasks; common fractions; mixed numbers; decimals; ratios; basic decimal functions; perimeter; plane geometry; calculating distance on maps; figuring percentages; and graphs. Numerous color photos are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 318 HE 028 808

Niehaus, Linda
The Readiness of Prospective Masters Degree Students in Terms of Cognitive and Other Basic Skills. Ziff Papiere 97.
PUB DATE- Sep 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Evaluation Methods; *Graduate Students; Graduate Study; Higher Education; *Learning Readiness; Masters Degrees; *Metacognition; Readiness; Research Design; *Thinking Skills

In response to the difficulties of many masters degree students, this on-going project aimed, first, to identify cognitive and metacognitive skills needed for masters level study; second, to develop an instrument to determine students' readiness for masters level work; and, third, to design bridge courses to prepare prospective students. An investigation into the required skills determined that these included cognitive and metacognitive operations. Cognitive operations were defined as those that produce meaning, and metacognitive operations as those that direct or control how that meaning is produced. In developing an instrument for assessing student readiness the project is identifying key words and phrases which could prompt students to use different cognitive skills. The project will then formulate examples of questions at various cognitive levels to try to clarify the differences between the intent of questions at various cognitive levels. A final step will be to formulate examples of questions at various cognitive levels in terms of a short text selection with a view to contextualizing the phrases developed in the second step. Three tables set out examples of cognitive and metacognitive skills and examples of questions for the instrument with explanation of their intent. (Contains 16 references.) (JB)

ED 392 319 HE 028 907

Wenninger, Mary Dee, Ed.
Women in Higher Education, 1995.
PUB DATE- 95
NOTE- 204p.; Numbers 7 and 8 have been combined into one issue.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Affirmative Action; Athletic Coaches; College Administration; College Faculty; Comparable Worth; Court Litigation; Dual Career Family; Educational Environment; *Females; Feminism; *Higher Education; Leadership; Newsletters; Organizational Change; Presidents; Sex Bias; Sex Discrimination; *Women Administrators; *Women Faculty; *Womens Athletics
IDENTIFIERS- Brown University RI; Citadel Military College of South Carolina; University of Minnesota; University of Pennsylvania

This document consists of the 11 issues of a newsletter on women students, teachers, and administrators in higher education. Each issue includes features articles, news on higher education, profiles of significant people in the field, and job announcements. The issues' main article topics are: (1) pay equity for coaches, particularly a case at the University of Minnesota; (2) the importance of the process within which a

ED 392 338 HE 028 926

Realizing the Potential of Information Resources: Information, Technology, and Services. Track 4: Rethinking User Services.
PUB DATE- 96
NOTE- 65p.; In: Realizing the Potential of Information Resources: Information, Technology, and Services. Proceedings of the CAUSE Annual Conference (New Orleans, Louisiana, November 28-December 3, 1995); see HE 028 922.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Campus Planning; Colleges; *Computer Networks; Computer Uses in Education; Decentralization; Disabilities; *Higher Education; *Information Management; *Information Services; Information Systems; Information Technology; *Internet; Models; Program Implementation; Universities; *User Needs (Information)
IDENTIFIERS- Ball State University IN; California Lutheran University; Carleton College MN; *CAUSE National Conference; George Mason University VA; Rice University TX; University of North Texas

Six papers and two abstracts of papers are presented from the 1995 CAUSE conference track on user services issues faced by managers of information technology at colleges and universities. The papers include: (1) "Academic Computing Services: MORE than a Utility" (Scott Bierman and Cathy Smith), which focuses on Carleton College's efforts to serve the computer needs of faculty; (2) "ACT--Get Your ACT Together" (Dennis L. Kramer and others), which discusses Ball State University's Adaptive Computer Program for faculty and students with disabilities; (3) "Back to the Future--A Management Perspective on Distributed Support" (Andrea Martin and Vicky Dean), on decentralized computer support services at Rice University; (4) "Collaborating for the More Effective Integration and Use of Technology" (Kenneth E. Pflueger), which discusses technology utilization at California Lutheran University; (5) "The Risks of Success: Sustaining and Supporting Mainstream Use of Instructional Technology" (William H. Geoghegan and others), an abstract of a paper on computer support services for mainstream, non-technologically-inclined faculty; (6) "The Leveraged Support Model--How to Support Work in a Distributed Computing Environment" (Dianne Jung-Gribble and others), an abstract of a paper on computer support models; (7) "Information Technology Planning: Letting the Users Take Over a Federated Framework for Information Technology Planning" (Paul B. Gandel and Raymond F. von Dran), on the role of the Information Resources Council at the University of North Texas; and (8) "(E)merging Environments and Professionals: The University Center as Catalyst for GMU's Vision" (Walter W. Sevon, Jr., and others), which details technology infrastructure planning at George Mason University. Some papers contain references. (MDM)

ED 392 339 HE 028 927

Realizing the Potential of Information Resources: Information, Technology, and Services. Track 5: New Technologies.
PUB DATE- 96
NOTE- 66p.; In: Realizing the Potential of Information Resources: Information, Technology, and Services. Proceedings of the CAUSE

Manpower and Youth Council Survey Results)"; "In Search of the Leading Edge in Formal Education (Philippine Association of Colleges and Schools of Business Survey Results)"; and "Computer-Based Training in Business and Industry (Philippine Society for Training and Development Survey Results)" Chapter II presents the sectoral action plans, as generated by groups involved in separate conferences of the three sectors. The three sections are as follows: "Using Computers as Skills Instructors: The Evolution of a Policy" (Rony V. Diaz); "Turning Classrooms into Interactive Networks" (Elizabeth S. Samia); and "Technologizing the Knowledge Worker" (Emmanuel T. Velasco). A conclusion, "A Policy Response to the Challenge: The Establishment of a Leading-Edge Educational Technology Center," provides a summary of a proposal to establish a national center to rationalize the adoption of leading-edge educational technologies. Appendixes include the following: House Bill No. 12328: An Act Creating the Leading-Edge Educational Technologies (LEET) Foundation, a congressional initiative with its basis in the proposal discussed in the conclusion; detailed results of the three surveys; a workplan for the establishment of the LEET Center; 25 endnotes; and author biographies. Contains 50 references. (YLB)

ED 391 874 CE 070 297

Parent-Teen Training Aide = Guia de Instruccion para Padres y Jovenes.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Check Lists; *Driver Education; Guidelines; Lesson Plans; *Parent Education; Parent Materials; *Parents as Teachers; *Traffic Safety
IDENTIFIERS- *California

This handbook is designed to guide California parents in helping their teenagers practice the driving skills required to obtain a driver license. The first section includes information on the following topics: meeting California driver training and licensing requirements, understanding the parent's role as the driving instructor's aide, using the handbook, being a good model, explaining the dangers of mixing driving with alcohol and drugs, developing a lesson plans for practice sessions, and determining whether a teenager is ready for a license. The second section lists step-by-step instructions for executing basic driving skills, including the following: operating a stick shift, backing a car, making various turns, entering intersections, changing lanes, parking, driving on freeways, and driving at night. In the third section, guidelines are presented for handling various special problems and emergencies, including the following: steps to take after a collision; responding to a siren; driving in bad weather, wind, extreme heat/cold; driving on slippery roads; stopping quickly; skidding; hydroplaning; reacting when stuck in snow or mud; and managing a tire blowout, failed brakes, or stuck accelerator. Concluding the handbook is a safe driver checklist. Spanish and English versions of the handbook are included. (MN)

ED 391 875 CE 070 306

Competence; *Competency Based Education; Core Curriculum; *Employment Qualifications; *Environmental Education; Environmental Technicians; Information Management; Interpersonal Competence; Resource Allocation; Secondary Education; *Statewide Planning; Systems Approach; Technology Transfer; Thinking Skills; Two Year Colleges; Vocational Education

IDENTIFIERS- *Georgia

This document lists core standards and occupational knowledge amd skills that have been identified/validated by industry as necessary to all Georgia students in secondary-level environmental and agricultural sciences programs. First, foundation skills are grouped as follows: basic skills (reading, writing, arithmetic/mathematics, listening, speaking); thinking skills (creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, reasoning); and personal qualities (responsibility, self-esteem, sociability, self-management, integrity, honesty). The second section, which lists competencies specific to the environmental/agricultural sciences cluster, is organized by the following categories/subcategories: resources (time, money, materials and facilities, human resources); interpersonal (participating as a team member, teaching others new skills, serving clients and customers, exercising leadership, negotiating, working with diversity); information (acquiring, evaluating, organizing, maintaining, interpreting, and communicating information and using computers to process information); systems (understanding systems, monitoring and correcting performance, improving and designing systems); and technology (selecting and applying technology, maintaining and troubleshooting equipment). Each section includes the following: skill statement(s); performance standard(s); list of occupational knowledge and skills; and code number under which the knowledge/skill is listed in Georgia's career cluster standards. (MN)

ED 391 894 CE 070 745

Health Care. Georgia Core Standards for Occupational Clusters.

SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.

PUB DATE- 95

NOTE- 48p.; For core standards in other disciplines, see CE 070 743-748.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Education; *Allied Health Occupations Education; *Basic Skills; Behavioral Objectives; Competence; *Competency Based Education; Core Curriculum; *Employment Qualifications; *Health Occupations; Information Management; Interpersonal Competence; Resource Allocation; Secondary Education; *Statewide Planning; Systems Approach; Technology Transfer; Thinking Skills; Two Year Colleges

IDENTIFIERS- *Georgia

This document lists core standards and occupational knowledge and skills that have been identified/validated by industry as necessary to all Georgia students in secondary-level health care occupations programs. First, foundation skills are grouped as follows: basic skills (reading, writing, arithmetic/mathematics, listening, speaking); thinking skills (decision making, problem solving, seeing things in the mind's eye, knowing how to learn, reasoning); and personal qualities physical and electronic site where comprehensive services to job seekers and employers are available. These services include the following: assessment and eligibility requirements; referral and job coaching or workshops; education and training; job search and labor market information; and job placement and follow-up. The one-stop career center should have self-directed service, group services, and one-to-one counseling. The California centers will be built to achieve four guiding principles: (1) integrative, (2) comprehensive, (3) customer-focused, and (4) performance-based centers for assessment, education and training, and job placement. A pilot center has been created at the Los Angeles Mission College Business and Professional Center. (KC)

ED 391 915 CE 070 777

Wang, Changhua; Owens, Thomas R.
The Boeing Company's Manufacturing Technology Student Internship. Evaluation Report (1994-95).
SPONS. AGENCY- Boeing Co., Seattle, Wash.
PUB DATE- Dec 95
NOTE- 42p.; For a related report, see ED 382 801.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Experiential Learning; High Schools; *Internship Programs; *Manufacturing; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Summer Programs
IDENTIFIERS- *Boeing Company

An evaluation was conducted of the Boeing Company's summer internship program for students enrolled in a manufacturing technology program after grades 11, 12, and 13 (first year of community college). The evaluation included the following activities: a review of documents describing the internship structure, student selection process, and curricula; interviews with each of the 199 interns who had participated in the program and with a sample of alternates; interviews with business representatives; and written surveys of interns conducted both before and after their summer internships. The study found that the Boeing internship motivated students to stay in school and provided valuable work experience. It also found that the internship was very successful in teaching the manufacturing-related skills designated at each level of the program. The students rated the learning environment at the company superior to that of their high schools. In addition, companies other than Boeing were impressed with the program and willing to take students who had interned the previous 2 years at Boeing. Recommendations were made to continue the program, to connect the program with the high school curriculum, to provide an exploratory workplace experience, to improve the internship curriculum, to help student interns find relevant jobs, and to continue to use evaluation to improve the program. (KC)

ED 391 916 CE 070 779

Off-Campus Education Guide for Administrators, Counsellors & Teachers.
PUB DATE- 95
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

This document contains four papers presented at a conference on technological literacy and technology education in Taiwan. The papers are the following: "Technological Literacy: An Engineering Perspective" (Ming H. Land); "Implementation of Technology Education in Japan--(Revised Edition)" (Shoji Murata); "Evaluation of Technology Education: The Case of Japan" (Shoji Murata); and "A Study of Introduction of 'Foundation of Information' and Individuality Based Instructions" (Shoji Murata and Masao Murata). All the papers contain reference lists. The first three of the papers are translated into Chinese and are included with the English version in the proceedings. (KC)

ED 391 933 CE 070 822

Evaluation of Tech Prep System Development and Implementation in Texas Public Schools and Institutions of Higher Education. Final Report, 1994-95.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 95
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Counselor Attitudes; Employer Attitudes; Higher Education; High Schools; Needs Assessment; *Professional Development; *Program Effectiveness; Program Evaluation; Program Improvement; School Business Relationship; *School Counseling; State Programs; *Statewide Planning; Tables (Data); Teacher Attitudes; Teacher Improvement; *Tech Prep; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Texas

In August 1993, a third-party evaluator examined tech prep system development and implementation in Texas public schools and institutions of higher education. The second year of the evaluation focused on the following aspects of Texas' tech prep system: current status of statewide implementation, secondary school counseling, professional development, and work-based learning. Significant progress was achieved in implementation of tech prep in Texas in the 1994-95 school year. Among the main conclusions of the evaluation were the following: (1) Texas' tech prep program appears to rate favorably on a national scale; (2) significant progress had been made since 1993-94 in many areas, including the numbers of schools and colleges participating in tech prep and offering approved programs/courses, leadership, clarity of roles, statewide transfer of articulated credit, strategic planning/marketing, and consensus regarding the definition of tech prep; (3) although most secondary school counselors were aware of tech prep, many were still not informed about the program's specifics; (4) professional development for educators should remain a continued focus because of educators' lack of familiarity with the program's specifics; and (5) although business/industry involvement in tech prep has increased, lack of business/industry participation statewide continues to be problematic. (Contains 16 tables and 35 references.) (MN)

ED 391 934 CE 070 827

Bruhn, Rick A.; And Others
Vocational Career Study of High School At Risk Students.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English

are "Assumed Identities: Feminism, Autobiography, and Performance Art" (Claire MacDonald); "There Are stories (sic) and Stories: An Autobiography Workshop" (Gillie Bolton, Morag Styles); and "Conclusion: Autobiography and the Politics of 'The Personal'" (Julia Swindells). Appendixes inclu

ED 391 951 CE 070 860

South Carolina Occupational Education Performance Report for Fiscal Year: 1994-95.
PUB DATE- 20 Dec 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Programs; *Correctional Education; *Disabilities; Displaced Homemakers; Dropout Prevention; Economically Disadvantaged; Enrollment; Postsecondary Education; Potential Dropouts; Secondary Education; Sex Fairness; State Aid; State Programs; Statewide Planning; *Tech Prep; *Vocational Education
IDENTIFIERS- *South Carolina

South Carolina's Occupational Education delivery system made progress in achieving the 3-year goals contained in the Two-Year State Plan for Vocational-Technical Education, FY 1995-96, especially through its continued implementation of tech prep. Workshops provided technical assistance related to standards and measures. The system consisted of 242 secondary schools, 49 vocational centers, and 16 technical colleges. Over 2,000 individuals participated in the 31 single parents/displaced homemakers/single pregnant women programs in operation. Two major areas addressed with funds under the sex equity program were the special needs of young women aged 14-25 and elimination of sex bias and sex role stereotyping in occupational education programs. The entire student body at the Department of Juvenile Justice was served, and 2,843 inmates from adult correctional institutions were enrolled in occupational education courses. Results from monitoring visits revealed that districts were providing equal access to programs for students with disabilities. In many districts, disadvantaged students were the majority. Sixteen joint occupational education projects between local education agencies and community-based organizations were funded and operated. Enrollment in tech prep continued to grow, as statewide implementation of tech prep remained a major thrust. (Appendixes include enrollment and placement data, linkages to Goals 2000, summary of compliance status, and descriptions of exemplary programs.) (YLB)

ED 391 952 CE 070 862

Fertman, Carl I.; And Others
Learn and Serve: Evaluation of the Pennsylvania 1994-1995 Learn and Serve Grant Program.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.; Pennsylvania State Dept. of Labor and Industry, Harrisburg.
PUB DATE- Sep 95
NOTE- 96p.; Developed by the Pennsylvania Service Learning Evaluation Network.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test,

technical administrative support to professional accountants and other financial management personnel. Presented first are a description of the program and a list of the general education (behavioral science, humanities, mathematics, and natural and applied science) courses required of students in the accounting technology program. Next, the course numbers/titles and credit hours of the program's 26 required and 16 elective courses are listed. The third section of the document contains descriptions of each course, and the fourth section lists the competencies that each course is intended to help students develop. Among the topics of the required and elective courses described are the following: principles of accounting, payroll accounting, computerized accounting, business law, spreadsheets, database management, business English, business communications, environmental science, computer literacy, word processing, desktop publishing, job-seeking skills, electronic calculators, business math, office procedures, human relations, filing/records management, total quality management, keyboarding, federal income tax, technical report writing, medical transcription, legal transcription, medical terminology, medical coding, paralegal studies, and speech. (MN)

ED 391 971 CE 070 905

Office Systems Technology Associate Degree. Louisiana Technical Education Program and Course Standards. Competency-Based Postsecondary Curriculum Outline from Bulletin 1822.
PUB DATE- Jun 95
NOTE- 15p.; For a related document, see CE 070 904.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Associate Degrees; Behavioral Objectives; Competence; *Competency Based Education; Course Content; Office Automation; *Office Occupations Education; *Secretaries; State Curriculum Guides; State Standards; *Statewide Planning; *Systems Approach; Two Year Colleges
IDENTIFIERS- *Administrative Assistants; *Louisiana

This document outlines the curriculum of Louisiana's office systems technology associate degree program, which is a 6-term (75-credit hour) competency-based program designed to prepare students for employment as special assistants for business executives and top management. Presented first are a description of the program and a list of the general education (behavioral science, humanities, mathematics, and natural and applied science) courses required of students in the office systems technology program. Next, the course numbers/titles and credit hours of the program's 24 required and 18 elective courses are listed. The third section of the document contains descriptions of each course, and the fourth section lists the competencies that each course is intended to help students develop. Among the topics of the required and elective courses described are the following: principles of accounting, business law, spreadsheets, database management, business English, business communications, environmental science, computer literacy, word processing, desktop publishing, job-seeking skills, electronic calculators, business math, office procedures, human relations, filing/records management, total quality management, keyboarding, federal income tax, technical report writing, medical transcription, legal transcription, medical terminology, medical coding, paralegal studies, and speech. (MN)

within the literature, and to provide some helpful references that further explore these problems. Insufficient attention to score reliability occurs in between 40 to 50 percent of the published research and is serious because effect sizes and power against Type II error are both attenuated by measurement error. Over-reliance on tests of statistical significance is a major second issue that occurs when researchers incorrectly assume that the p values calculated in statistical significance tests evaluate the probability that results will occur. The null hypothesis and statistical significance is discussed. Finally, this digest examines stepwise methods and asserts that they should not be used. Three problems of stepwise analyses are presented. (JBJ)

ED 391 991 CG 026 573

Alabama High-Risk Youth Resource Directory. Tools for Prevention: Building Healthy Youths.
SPONS. AGENCY- Alabama State Dept. of Education, Montgomery.
PUB DATE- May 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alcohol Abuse; At Risk Persons; Drinking; Drug Abuse; Drug Use; Elementary Secondary Education; Health Materials; *High Risk Students; Physical Health; *Prevention; *Resource Materials; *School Counselors; *School Nurses; *School Psychologists; *Substance Abuse
IDENTIFIERS- *Alabama

Like many other southern states, Alabama faces serious social and economic challenges. The 1993 Youth Risk Behavior Survey, undertaken to assess the prevalence of health-risk behaviors among students grades 9 through 12 across the United States, found that of all Alabama students: 18.2% reported that someone had offered, sold or given them illegal drugs on school property in the past year; 76% reported having had a drink of alcohol; 10% had used marijuana one or more times in the past 30 days; and 13.6% had used illegal drugs at least once in their life. A drug incidence survey commissioned by the Alabama State Department of Education also found high usage and early onset of drugs and alcohol. This directory of services includes the names, addresses, and telephone numbers of numerous different types of educational and mental health services which can be used by other professionals working with high-risk youths and their families when services need to be accessed. The list includes the following groups of Alabama professionals: school counselors; school nurses; school psychologists; drug-free schools coordinators; Alabama Department of Mental Health substance abuse treatment programs and drug and alcohol prevention programs; mental health centers; and the Governor's Office of Drug Abuse Drug and Alcohol Prevention Program. (JBJ)

ED 391 992 CG 026 717

Violence among Children, Adolescents, and Young Adults in Maine: Part I.
PUB DATE- Mar 94
NOTE- 44p.; For "Part II--Recommendations", see CG 026 808.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Aggression; Antisocial Behavior;

"Psychological Services for the 21st Century, Psychology's Role in Health Care: Studying Human Behavior; Promoting Health; Saving Health Care Dollars; Providing Mental Health Services." The focus of the series is the connection between behavior and health. Each document succinctly portrays a problem area and provides examples of how psychological services can be or have been used to assist in correcting the problem. Document titles are: (1) "Preventing Youth Violence"; (2) "Promoting Women's Health"; (3) "Making Workplaces Safer and More Productive"; (4) "Psychological Services: Integral to a New Health Care System"; (5) "Mental Health Services Cut Overall Health Costs"; (6) "Psychological Services Address a Range of Health Concerns"; (7) "Psychological Research: Vital to Health Care Reform"; and (8) "Educating and Training the Next Generation of Psychologists." (JBJ)

ED 392 012 CS 012 334

Kilian, Anne Stallman; And Others
Learning Vocabulary from Context: Effects of Focusing Attention on Individual Words during Reading. Technical Report No. 619.
PUB DATE- Nov 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 4; Grade 5; Intermediate Grades; *Reading Comprehension; Reading Research; *Reading Strategies; *Vocabulary Development
IDENTIFIERS- Context Dependence; *Text Processing (Reading)

A study investigated the effects of systematically varying the vocabulary-related instructions that students receive before reading to further understanding of the vocabulary/comprehension relationship. Subjects were 299 students from fifth- or fourth/fifth-grade classrooms, who participated in 6 different conditions which included reading passages with underlined words, reading and underlining difficult words, and trying to learn meanings from context. Posttest results indicated that the manipulation of the instructions given to students before reading did not influence their vocabulary learning during reading. Students of all ability levels increased their knowledge of the target vocabulary words as a result of reading passages in which the words appeared, regardless of the instructions given prior to reading. (Contains 10 tables of data, 3 figures, and 32 references.) (Author/SR)

ED 392 013 CS 012 336

Hartman, Jeanette A.; Hartman, Douglas K.
Creating a Classroom Culture That Promotes Inquiry-Oriented Discussions: Reading and Talking about Multiple Texts. Technical Report No. 621.
PUB DATE- Nov 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *Discussion (Teaching Technique); Elementary Secondary Education; *Inquiry; Instructional Innovation
IDENTIFIERS- *Information Focus; *Multiple Texts; Text Processing

Parent Role; Prior Learning; Reading Aloud to Others; *Reading Improvement; Writing Assignments; *Writing Improvement; *Young Children

IDENTIFIERS- Print Awareness

A simple, but useful, handout given to mothers of young children can greatly increase the likelihood that they will present aspects of emergent literacy in their homes. The concept of emergent literacy states that all literacy learning begins in infancy and proceeds forward from that point, and that all of the literacy skills of oral language, listening, reading, and writing are equally important and should receive equal emphasis in the home and in all early childhood programs. Although these activities should be especially useful with young "at-risk" children, they are equally useful with all young children. (A sample handout is attached which discusses ways to improve emergent literacy, including reading to the child, improving prior knowledge, beginning reading activities, some other important activities, things to avoid, concepts about print, environmental print, alphabet letter names, and writing activities.) (RS)

ED 392 032 CS 012 369

Tips on Meeting American Education's Challenges.
PUB DATE- Feb 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Career Guidance; *Educational Environment; *Educational Improvement; Elementary Secondary Education; Higher Education; *Parent Participation; *Public Education; *Reading Improvement; School Choice; *Technological Literacy
IDENTIFIERS- Family Needs

Suggesting that all Americans join together in the effort to educate children, this paper presents 1-page "tip sheets" (on 8 separate topics in education) that provide tips for what families, schools, businesses, colleges, and community groups can do to meet the challenges facing American education. Each tip sheet presents background information on the topic, 10 tips for the topic, a list of selected resources, addresses of organizations, and a list of related publications and forms. Topics covered in the tip sheets are: (1) Becoming a Reading, Literate Society; (2) Supporting the American Family in Children's Learning: The Bedrock of Quality Education; (3) Making Our Schools Safe and Disciplined: A Precondition for Learning; (4) Achieving High Standards and Real Accountability: Reaching for New Levels of Excellence; (5) Helping Our Students Become Technologically Literate: A Basic Skill for the 21st Century; (6) Preparing Young People for Careers: A Strong Transition from School to Work; (7) Making College More Accessible: Keeping the Promise of the American Dream; and (8) Expanding Public School Choice: Strengthening Public Education as a Foundation of Our American Way of Life. (RS)

ED 392 033 CS 012 371

Goerss, Betty L.
Study To Train Elementary Students To Become More Sensitive to Context Clues.

IDENTIFIERS- *Classical Rhetoric; *Orality; Speaking Writing Relationship

There is no escaping the oral, but many people believe that it is detachable and not central. A dominant, assumed belief conveys the idea that spoken words (like knowledge in writing) are escapable. This belief is held by people who tacitly view speaking as a convenient tool that can be applied as necessary. Scholar-teachers know that it is not the case that language is one more commodity, even though it frequently becomes that. David Bleich explicates the issue in "Subjective Criticism," writing that the public commitment in language training schools is "rooted...in centuries of habitual religious thinking." History is important in the understanding of the spoken, but history is only useful if it is truly understood. When current writing pedagogy uses classical Greek rhetoric, it must acknowledge that rhetoric arose and became powerful in a culture dominated by the triad of slavery, rape, and imperialism, all of which not only informed the culture but enabled the culture to exist. A related pedagogical, oral issue also needs investigation: the revolution in thinking brought about by the electronic forms of consciousness, all of which are oral. While film has been elaborately theorized, video, including television, has not. Writing teachers need to recognize that writing, reading, and television all have oral bases and are not discrete activities to be cordoned off for school or leisure--this requires a change in the general attitude within the discipline of English studies toward writing pedagogy. (Contains 14 references and 4 notes.) (TB)

ED 392 051 CS 215 214

Kazemek, Francis E.; Rigg, Pat
Enriching Our Lives: Poetry Lessons for Adult Literacy Teachers and Tutors.
PUB DATE- 95
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Computer Uses in Education; *Enrichment Activities; Humor; Lesson Plans; Literature Appreciation; Music; *Poetry; *Student Writing Models
IDENTIFIERS- Poetic Forms; *Writing Development

Using poetry to enrich the lives of adult literacy students, this book provides nine complete, detailed lessons using poetry that will help teachers and tutors of new adult readers and writers. Each lesson in the book focuses on a different type of poetry and is presented in a clear, step-by-step format. The book also offers advice on dealing with skills such as spelling, punctuation, and grammar; ways to incorporate computers; ways to initiate student publishing; and a 22-item annotated list of additional resources for teachers and tutors. Chapters in the book are (1) Poetry about Objects; (2) What's Poetic about That?; (3) Poetry in Conversation; (4) Form Poetry; (5) Poetry as Oral Performance; (6) Music as Narrative Poetry; (7) Poetry about Work; (8) Lyric Poetry; (9) Found Poetry; (10) Humorous Poetry; (11) What about Skills?; and (12) Publishing Student Work. (RS)

ED 392 052 CS 215 215

Kutenplon, Deborah; Olmstead, Ellen

theory that guides the practice; (2) an outline of the content that should be covered in a comprehensive social education curriculum and information on how the units can be adapted to meet particular needs; (3) useful strategies for social education--ways of learning appropriate to aspects of the curriculum and for life beyond school; (4) seven planned units which guide students through a sequence of learning on topics dealing with significant and challenging issues; and (5) explicit assistance for planning integrated units of work for social education. The book presents an integrated, inquiry-based model of curriculum which engages teachers and learners in shared investigations and develops critical understandings about the social world. (NKA)

ED 392 071 CS 215 254

Duckart, Tracy D.
How to Teach Grammar/Whether to Teach Grammar--The Pendulum Rests: The Effects of Student Investigation and Collaboration on Formal Grammar Instruction in the Composition Classroom.
PUB DATE- Mar 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; English Curriculum; *English Instruction; *Freshman Composition; *Grammar; Higher Education; *Instructional Innovation; *Student Development; Teacher Developed Materials; Teaching Methods; Writing Assignments
IDENTIFIERS- Grammaticality; Teacher Initated Activities

For many students, grammar represents a baffling set of capricious rules wielded by "sadistic" English teachers for the sole purpose of making their lives miserable. To combat this misconception and to dispel the mystery and empower students with the ability to use the conventions of standard written English, a series of student projects, called "Mechanics Mini-Lessons," can be effective. In this process, students collaborate in groups of 2 to 4 to investigate and present to their peers an aspect of grammar. They fashion a 1-2 page handout that translates the language of handbooks into their own vernacular to be distributed and presented. Following the final Mechanics Mini-Lesson presentation, a title contest is held, a cover page is fashioned, and the handouts are bound to publish the students' own handbook. Several positive results are engendered. The process compels students to find the meaning behind the concepts. Further, students become self-educators because they learn that grammar is not under the sole jurisdiction of English teachers: this same information is available from their own investigation. Finally, because they internalize and master language conventions, students gain confidence that the presentation of their information will not interfere with what it is that they have to say. (CR)

ED 392 072 CS 509 108

Kotzman, Anne
Listen to Me, Listen to You: Interpersonal Skills Training Manual and Masters.
PUB DATE- 95

LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; Comparative Analysis; *Copyrights; Electronic Text; Family Life; Foreign Countries; Higher Education; Journalism Research; *Newspapers; Philanthropic Foundations; Policy Formation; Research Needs; *Student Attitudes; *Teacher Attitudes; Technological Advancement; *Work Environment
IDENTIFIERS- *National Information Infrastructure; Taiwan

The Communication Technology and Policy section of the proceedings contains the following eight papers: "Effects of Home Computer Use on Adolescents' Family Lives: Time Use and Relationships with Family Members in Taiwan and America" (Mine-Ping Sun); "Computers, Ambivalence and the Transformation of Journalistic Work" (John T. Russial); "The Virtual 'Newspaper of Record'" (Shannon E. Martin); "Universal Service and the National Information Infrastructure: A Critical Examination of the Literature" (Brennon M. Martin); "The Role of Private Philanthropic Foundations in Communications Policy Making" (Katharina Kopp); "Facing the Future: Attitudes of Journalism Educators and Students about New Media Technology" (David Craig and others); "Electronic Newspapers: Toward a Research Agenda" (Glen T. Cameron and Patricia A. Curtin); and "Who Owns Digital Rights? Examining the Scope of Copyright Protection for Electronically Distributed Works" (Elizabeth Atwood-Gailey). (RS)

ED 392 090 CS 509 184

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Media Management and Economics Division.
PUB DATE- Aug 95
NOTE- 358p.; For other sections of these proceedings, see CS 509 173-187 and CS 509 196.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Broadcast Television; *Cable Television; Case Studies; Economic Research; Job Satisfaction; Marketing; Media Research; *Newspapers; *Programming (Broadcast); *Radio
IDENTIFIERS- *Management Practices; *Relative Constancy

The Media Management and Economics section of the proceedings contains the following 11 papers: "Umbrella Competition among Daily Newspapers: A Case Study of the St. Louis, MO-IL MSA" (Michael Zhaoxu Yan); "Diversity and the Economics of Television: Why the Prime Time Access Rule Has Given Us 25 Years of the Same Old Thing" (Walt McDowell); "An Integrated Model for Determining Channel Diversity in a Multichannel Environment" (Eun-mee Kim); "Marketing Cable Television: Programming and Interactive Service Preferences of Cable Subscribers" (Randy Jacobs); "A Study of Radio Station Managers' Attitudes on Station Format Changes" (Max V. Grubb); "An Investigation of Factors Affecting Job Satisfaction and Career Motivation of On-Air Radio Personalities" (Kathleen A. Fox); "A Theoretical and Methodological Critique of the Principle of Relative Constancy" (Michel Dupagne); "Radio Station Characteristics and the Adoption of Satellite-Delivered Radio Programming" (A. Joseph Borrell); "How Perceived Environmental Uncertainty Influences the Marketing Orientation of U.S. Daily Newspapers" (Randal A. Beam); "Strategic Behavior and Competition in Cable Television: Evidence from Two

Speech Instruction; *Student Development
IDENTIFIERS- Debate Coaches

Forensic program alumni returning for reunions or speech tournaments sometimes find difficulty in keeping pace with changing forensics practices and procedures. Elements influencing the evolutionary process in forensics include: a growing number of debate philosophy formats, bringing diversity in competitive options; expansion of standard individual event choices; and continued experimentation with new and creative speech, interpretation, and debate tournaments. The separate but often united functions of director and coach exert significant influence on local programs. Decisions regarding team inclusion and the relationship of a program with its publics comprise essential philosophical elements. Entry level participation and the use of public forums enhance student development and program growth and stability. Funding and team commitment are strong influences on program development. Further evaluation is needed in determining specific dimensions for local programs, in the roles of educators in forensic growth and in the concept of success and analyzation of winning and reward in educational forensics. Finally, as forensic teams search for funding to meet increasing expenses, those who direct local programs must increase their roles to include advocacy, fundraising, and scrutiny of alternatives in seeking to provide rewarding experiences for time and dollars invested. (Contains 11 references.) (CR)

ED 392 109 CS 509 207

Hugenberg, Lawrence W.
The Boyer Commission Report on Evaluation of Teaching: Implications in the Basic Course.
PUB DATE- Nov 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- lity. Funding and team commitme on program development. Further evaluation is nee,Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Faculty Evaluation; Higher Education; *Instructional Effectiveness; *Introductory Courses; *Speech Communication; *Student Evaluation of Teacher Performance; Student Needs; *Teacher Effectiveness; Teacher Qualifications; Teacher Role
IDENTIFIERS- *Boyer (Ernest L); Carnegie Foundation for Advancement of Teaching

In his book "Scholarship Assessed" and in a speech summarizing the book, Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, considers faculty evaluation issues. Applying Boyer's ideas to the basic communication course allows the integration of new insights and perspectives into the daily operations of the basic course--where many faculty spend a great deal of time. Boyer outlines four major principles that should guide the evaluation of faculty work: (1) evaluation should focus initially on the professional characteristics of the scholar (honesty, etc.); (2) evaluation of scholarly work can be successfully accomplished only if academe has agreed-upon standards of faculty performance; (3) evidence of a scholar's research, teaching, and outside activities must be "broad and rich and varied"; and (4) faculty images through poster art. Students' involvement in a project to keep a school for the blind from closing is also described. Included are sample letters from students to the author and eight figures. (Contains 14 references and 13 annotated references.) (LMI)

ED 392 130 EA 027 355

Trump, Kenneth S.
School Security Assessments and Crisis Preparedness.
PUB DATE- Dec 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- *Crime; Discipline; *Discipline Policy; Drug Abuse; Elementary Secondary Education; Juvenile Gangs; Prevention; *School Safety; *School Security; *Violence

This article offers suggestions to school boards for conducting school-security assessments and for developing a policy on school safety. It first describes the five major threats to safety: an increase in general youth violence, gangs, drugs, weapons, and outside offenders. School boards should establish policy that recognizes school safety as a priority and prohibits the possession of weapons. Boards should also address the following specific policy areas--drugs, gangs, banning electronic communication devices, school visitation, and procedures for reporting crimes and serious incidents. Steps for developing a crisis-management policy are described: conduct a security assessment; develop crisis-preparedness guidelines; enact policy; and ensure that procedures and practices reflect policy. (LMI)

ED 392 131 EA 027 356

Loveless, Tom
Why Aren't Computers Used More in Schools? Faculty Research Working Paper Series, R96-03.
PUB DATE- Feb 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Computer Uses in Education; *Educational Change; Educational Environment; Educational Facilities; *Educational Technology; Elementary Secondary Education; *Instructional Effectiveness; Instructional Improvement; *Organizational Climate; Teacher Qualifications

The personal computer is the latest educational technology to fall short of its original promise. Although United States public schools now possess 5.8 million computers, roughly one for every nine students, they are not widely used in classroom instruction. This paper argues that the most popular explanations for lack of computer use fix blame on recalcitrant bureaucracies and stubborn teachers. By enlisting technology in the cause of educational reform, computer advocates overlook some of the real obstacles to the use of computers in classrooms. These obstacles are rooted in organizational constraints of the school system and the essential nature of teachers' and students' work. The paper examines the world of

Christian students. The passage of the United States Equal Access Act in 1984 allowed religious clubs access to public secondary schools. The "Board of Education of the Westside Community Schools v. Mergens" case of 1990 ruled that high school students could participate in a prayer club at their school with a "limited open forum." The Mergens case opened the door to many student-led, Bible-club-related activities; however, the debate continues as to what constitutes a limited open forum. The "Mergens" case has also untied the hands of many Christian educators, parents, and students who want to allow Bible studies, clubs, and prayer groups on their campuses. These activities are growing rapidly. The key is that they must be organized and led by students. Two student-led organizations include the Fellowship of Christian Athletes (FCA) and Teens United in Faith (TUF) clubs. Elementary students at Gerard Elementary School in Cleburne, Texas, have also formed a Bible club with the strong support of parents, teachers, and their principal. The paper argues that the founding fathers of the United States intended freedom of religion rather than freedom from religion. (LMI)

ED 392 151 EA 027 380

Cromwell, Ronald R.; Scileppi, John
A Systems Approach to Education.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Objectives; Elementary Secondary Education; Holistic Approach; Socialization; Systems Analysis; *Systems Approach

An often-quoted Nigerian proverb holds that it is the responsibility of the whole village to teach a child. This paper argues that this goal might not even be possible, given the complex educational system of the 1990s. The paper provides a framework for effective change based on an understanding of the complexity of the educational system. It first looks at the call for change and reform and then discusses systematic change. Some of the aspects of systems theory are reviewed, including the implications of the systems approach for education. The final section discusses the importance of goals and socialization for the complex system of education. A conclusion is that lining up the elements in a planned intervention, based on a systems perspective, will increase the likelihood that the community will be focused on the education of every child. (Contains 24 references.) (LMI)

ED 392 152 EA 027 381

Goldsmith, Suzanne
Journal Reflection: A Resource Guide for Community Service Leaders and Educators Engaged in Service Learning.
PUB DATE- 95
NOTE- 76p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Services; Diaries; *Journal Writing;

United States, observation, and focus-group interviews with students. The four schools were comprised of two citywide schools and two neighborhood schools. Of these, the citywide schools had relatively high admission standards. Findings indicate that students at the neighborhood schools were treated as children, they lacked trust in the teaching and administrative school practices, they viewed the curriculum as irrelevant, and they were silenced by the administration. In the citywide schools, students and teachers engaged in education framed as purposeful social cooperation. Both teachers and students were active participants in the educational process. The citywide schools were characterized by trust, a relevant curriculum, students who were treated as adults, and allowance of student diversity and voice. Code maps of qualitative data are included. (Contains 65 references.) (LMI)

ED 392 173 EC 304 603

Transition Planning for the 21st Century: A Call to Action.
SPONS. AGENCY- Department of Education, Washington, DC.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- Nov 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Agency Cooperation; *Chronic Illness; *Delivery Systems; Demonstration Programs; *Disabilities; Educational Principles; *Education Work Relationship; Followup Studies; Individualized Education Programs; Needs Assessment; Postsecondary Education; *Program Development; Secondary Education; Special Needs Students; *Transitional Programs; Young Adults
IDENTIFIERS- *Minnesota

This monograph was developed as a product of two Minnesota state conferences (held on June 2, 1994 and on May 19, 1995) on transition issues facing adolescents with chronic illness and disabilities. Participants included health professionals, educators, parents, policymakers, human service providers, and young adults. Introductory remarks by Robert Wm. Blum and Colleen Wieck address issues and challenges facing adolescents with chronic illness and disability and issues and challenges facing professionals, respectively. Comments of a panel of adolescents on personal experiences with transition issues and services are summarized, as are comments of a parent, an educator, a physician, and a vocational counselor. A 1994 post-school follow-up survey of 388 young adults with disabilities in Minnesota and a national survey of about 300 transition programs are summarized. Descriptions of three exemplary programs in Minnesota are provided. Six guiding principles for improving transition services and programs are identified. Programs need to be built on youth's abilities and competencies and need to be family-centered, culturally sensitive, community-based, coordinated, and accountable. Eight recommendations focus on the need to: develop transition services and programs that foster autonomy; decrease barriers in access and utilization of services; coordinate and streamline funding and services; and improve the Individual Education Plan planning process. (DB)

ED 392 174 EC 304 604

Relationship; Interdisciplinary Approach; Policy Analysis; Policy Formation; Resistance to Change; *Special Education; State Programs; Systems Approach; *Transitional Programs; *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- Capacity Building

This study examined processes and strategies utilized by states to implement transition policies designed to facilitate coordination of the state-level service delivery systems of special education, vocational education, and vocational rehabilitation. The study used a model involving four policy instruments: mandates, inducements, capacity building, and system change. Policy documents from three states, selected for their history of transition policy development and provision of comprehensive transition services, were thematically analyzed; documents included grant applications, state legislation, state regulations, state proclamations, special transition budgets, personnel training programs, and interagency agreements. Interviews with administrators and other key stakeholders in the three states were also conducted. Six major conclusions regarding state-level transition policy implementation were drawn: (1) system change appears to occur incrementally; (2) states use varying definitions of policy instruments; (3) states rely on past practice when implementing transition policies; (4) there is evidence of structural resistance within states to implement system change policies; (5) states implement symbolic policy instruments; and (6) capacity building appears linked to system change. Recommendations to improve the integration of special education, vocational education, and vocational rehabilitation are offered. An appendix includes the interview protocol. (Contains 44 references.) (DB)

ED 392 192 EC 304 623

Personnel Standards for Early Education and Early Intervention: Guidelines for Licensure in Early Childhood Special Education. Recommendations of The Division for Early Childhood, Council for Exceptional Children; The National Association for the Education of Young Children; The Association of Teacher Educators.
PUB DATE- 21 Feb 95
NOTE- 17p.; For the position statement, see ED 372 577.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Early Childhood Education; *Early Intervention; Educational Practices; Educational Principles; Higher Education; *Preservice Teacher Education; Professional Associations; *Special Education Teachers; Standards; State Licensing Boards; *Teacher Certification; Teacher Competencies
IDENTIFIERS- Association of Teacher Educators; Council for Exceptional Children; National Association Educ of Young Children

This paper contains recommendations for licensure for individuals working as early childhood special educators in a variety of settings. The fundamental position presented is that a free-standing credentialling process separate from the credentialling of general educators or of special educators is required for people who work with young children, including those with special needs. The paper addresses the uniqueness of

IDENTIFIERS- *Missouri

This final report describes activities and accomplishments of a federally supported program to provide services for children with deaf-blindness in Missouri. The project focused on the development, implementation, and evaluation of a four-component statewide comprehensive service delivery model to serve 193 deaf-blind children and youth through: (1) early education, family-focused models, and technical assistance; (2) the Curriculum Specialist project; (3) the Family Life Cycle Support System; and (4) planning for transition and adult outcomes. Annually, approximately 45 families of infants and toddlers received direct weekly home intervention. In addition, "parent advisors" received training, early childhood specialists completed relevant coursework, and respite care orientation training resulted in an increase in number of consumers utilizing this service. Technical assistance and inservice training were provided for professionals, paraprofessionals, and parents. A pilot partnership to develop local capacity in St. Louis (Missouri) for supported living was initiated. New partnerships were formed and old partnerships strengthened through interagency collaboration efforts. Team building and strategic planning for integration were carried out by statewide team action planning groups. Materials provided at a workshop on deaf-blindness and a training module on developing communication for children and adults with deaf-blindness are appended. (DB)

ED 392 212 EC 304 643

The Future Is around the Corner! A Parent Handbook for Successful Transition.

PUB DATE- Jan 96

NOTE- 27p.; In: Services for Children with Deafblindness in Missouri. Final Report, Fiscal Year 1994-1995; see EC 304 642.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Child Rearing; *Disabilities; *Education Work Relationship; Individualized Programs; *Long Range Planning; Parent Child Relationship; Parent Role; Parent School Relationship; Secondary Education; *Transitional Programs

This handbook for parents describes the transition planning process for youth with disabilities. The handbook is divided into four sections: an overview of the who, what, where, when, why, and how of transition; consideration and evaluation of future options for the young person; home, school, and community activities that can be immediately implemented; and forms to help guide the transition planning process. The overview focuses on what the child is able to do now, what the child's goals are, what the child needs to achieve those goals, and who serves on the transition team. The options section considers employment options, living arrangements, personal management, socialization, leisure and community participation, further education, transportation, self-advocacy, medical, financial, legal, and insurance issues. Suggestions are offered for home and school activities that can prepare children for adult life. Forms include an adult services referral and contact list, and a parent input form for transition training. (DB)

ED 392 213 EC 304 644

plans, and understanding special needs. The book's four sections focus on the instruction of students with a range of developmental disabilities. Section 1 considers motor development, handling and positioning students with physical disabilities, augmentative and alternative communication, instructional strategies, task analysis, and assessing and communicating student growth. Section 2 provides information and a variety of checklists related to foundation skills including communication skills (i.e., receptive, expressive, social, articulation, and vocabulary) and gross and fine motor development skills. Section 3 is on subject area learning, with information, checklists, and scope and sequence charts for mathematics, reading, and writing to Grade 6. Section 4, on life skills, offers charts, checklists, and information about basic life skills by domain--domestic and family life, personal and social development, leisure/recreation/arts, citizenship and community involvement, and career development. An annotated list of 40 teaching resources and a list of publishers' addresses complete the guide. (Contains 21 references.) (DB)

ED 392 232 EC 304 663

Individualized Program Plans. Programming for Students with Special Needs, Book 3.
PUB DATE- 95
NOTE- 147p.; For other documents in this series, see EC 304 661-664.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Disabilities; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Individualized Education Programs; Individualized Programs; Long Range Planning; Parent Participation; Records (Forms); State Standards; *Student Educational Objectives; Student Evaluation; Transitional Programs
IDENTIFIERS- Alberta

This volume is the third in a series (developed in response to a needs assessment survey of special educators in Alberta, Canada) providing practical suggestions about instructional strategies, classroom management, preparing individual program plans, and understanding special needs. This volume presents a process for development of Individualized Program Plans (IPPs) and offers strategies for involving parents. It provides information on writing long-term goals and short-term objectives and illustrates these with case studies and samples of completed IPPs. The book alsc addresses transition planning and includes a variety of forms and checklists. Section 1 considers how the school and parents determine when the modifications of the regular program required by a student with special needs are extensive enough to require an IPP. Section 2 lists the essential information required by Alberta Education in an IPP, such as the assessed level of educational performance, strengths and areas of need, and long-term goals and short-term objectives. Section 3 explains the five-step IPP process, including: (1) gathering information; (2) setting the direction; (3) developing the IPP; (4) implementing the IPP; and (5) reviewing the IPP. Section 4 presents examples of completed IPPs and Section 5 provides blank IPP forms. (Contains 13 references.) (DB) standards; (4) changes in traditional school day schedules, particularly through block scheduling; (5) language teacher shortages and teacher education, particularly at the elementary level; (6) major threats to foreign language education due to resource allocation, program restructuring, legislative action, de-emphasis on language instruction, or ideological reaction to reform; (7) funding through federal Foreign Language Assistance Program grants; and (8) enrollment rates and trends. Specific changes are reported by impact area and within these, by state. (MSE)

ED 392 254 FL 023 586

Oi, Kyoko; Kamimura, Taeko
A Pedagogical Application of Research in Contrastive Rhetoric.
PUB DATE- 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Teachers of English as a Second Language Association (Long Beach, CA, March 28-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Contrastive Linguistics; *Discourse Analysis; *English (Second Language); Foreign Countries; *Japanese; *Language Patterns; *Persuasive Discourse; Rhetoric; Second Language Learning; Writing Evaluation; *Written Language

This paper summarizes the 1986 findings of Kyoko Oi on the distinctive features of differences in discourse pattern between English and Japanese, using results from the argumentative English as a Second Language (ESL) writing of 87 Japanese students in Japan. Specifically, the study aims to examine whether the inner-argumentative analysis will enable the Japanese ESL students to: (1) write high-rated argumentative essays; (2) write in the General-Specific (GS) discourse pattern; (3) write in the one-directional argumentative pattern; (4) change argumentation less often in their writing; and (5) correspond the initial argumentative position with the closing position. Findings indicate that inner-argumentation analysis was an effective pedagogical tool. Data were analyzed by holistic scoring, discourse pattern, inner-argumentation pattern, argumentative alternations, and discrepancy between the initial statement and the final statement. Once students were given rhetorical instructions, their argumentative writing improved. Quantitative analysis showed a general pattern of improvement. To examine this change in more detail, a qualitative analysis was conducted. It was found that second essays were rated higher, were written in the general-specific discourse pattern and in the one-directional argumentative pattern, and argumentation changed less often. Actual writing samples are appended. (Contains five references.) (NAV)

ED 392 255 FL 023 588

Geis, Michael L.
Speech Acts and Conversational Interaction.
PUB DATE- 95
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communicative Competence (Languages); Discourse

IDENTIFIERS- *Blackfoot (Language)
The dictionary of stems, roots, and affixes for the Blackfoot language provides, for each entry, information on the item's morphological type (e.g., noun stem, verb stem, root), subclassification if relevant, English index, and certain diagnostic inflectional forms (full words or sentences), each with an English translation. In addition, entries may include idioms and other uses that may be helpful, information on variation, synonyms, and grammatical irregularities, cross-reference to entries for constituent morphemes, and in the case of verbs, related stems. An introductory section details the dictionary's format and usage. An appendix describes the Blackfoot alphabet and some spelling conventions. (MSE)

ED 392 275 FL 023 620

Nichols, John D.; Nyholm, Earl
A Concise Dictionary of Minnesota Ojibwe.
PUB DATE- 95
NOTE- 316p.
LANGUAGE- Ojibwa; English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- *American Indian Languages; *Dictionaries; Grammar; Language Patterns; Language Usage; *Ojibwa; Orthographic Symbols; Phonology; Uncommonly Taught Languages
IDENTIFIERS- Minnesota
The dictionary of the Ojibwa or Chippewa language represents the speech of the Mille Lacs Band of Minnesota and contains over 7,000 Ojibwa terms. Each entry gives information on the word stem, grammatical classification, English gloss, form variations, and references to alternate forms. An introductory section describes the entry format and use, and an additional section on phonology and orthography precedes the dictionary entries. Both Ojibwa-English and English-Ojibwa dictionaries are included. (MSE)

ED 392 276 FL 023 624

Freed, Barbara F., Ed.
Second Language Acquisition in a Study Abroad Context. Studies in Bilingualism 9.
PUB DATE- 95
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Achievement Gains; *Communicative Competence (Languages); *Cultural Awareness; Discourse Analysis; Foreign Countries; French; Individual Differences; Intensive Language Courses; International Educational Exchange; Japanese; Language Research; Language Role; Language Skills; Language Usage; Learning Theories; Linguistic Theory; Second Language Learning; *Second Languages; *Skill Development; Sociolinguistics; Spanish; Student Attitudes; *Student Exchange Programs; Student Journals; *Study Abroad; Womens Education
IDENTIFIERS- Canada; Japan; Peace Corps; Politeness
The collection of essays on second language learning during study abroad includes: "Language Learning and Study Abroad" (Barbara F. Freed); "Predictors of Foreign Language Gain During Study Abroad" (Richard D. Brecht, Dan E. Davidson, Ralph B. Ginsberg); "A Canadian Interprovincial Exchange: Evaluating the Linguistic Impact of a Three-Month Stay in Quebec" (Sharon

ED 392 296 FL 801 056

Nuestro Trabajo: Primaria para Adultos. Segunda Parte. Edicion Experimental (Our Work: Primer for Adults. Part Two. Experimental Edition).
PUB DATE- 90
NOTE- 275p.; For related documents, see FL 801 047-068. Photographs may not copy well.
LANGUAGE- Spanish
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Agricultural Occupations; *Business Education; Foreign Countries; Instructional Materials; Laborers; *Literacy Education; *Spanish Speaking; Unions
IDENTIFIERS- *Mexico

This workbook is part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. This workbook is designed to orient people who are only recently literate to the world of work and business. Topics covered include worker production, work on farms and in forests, cattle-raising and fishing, industrial jobs, business positions and employment in the service sector, the rights and duties of workers and Mexican trade unions. The workbook contains reading texts, fill-in-the-blank exercises, and question and answer exercises for the learner. Numerous color photos are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 297 FL 801 057

Nuestra Comunidad: Primaria para Adultos. Segunda Parte. Edicion Experimental (Our Community: Primer for Adults. Part Two. Experimental Edition).
PUB DATE- 90
NOTE- 322p.; For related documents, see FL 801 047-068. Photographs may not copy well.
LANGUAGE- Spanish
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Citizen Participation; *Community Coordination; Foreign Countries; Instructional Materials; *Literacy Education; Native Language Instruction; *Spanish Speaking
IDENTIFIERS- *Mexico

This textbook is part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. It is designed to teach people with developing literacy skills to participate in a meaningful way in the life of their community. Topics covered include the communities of Mexico; the topography and environment of one's community; community organization and participation; unions; community culture; citizen participation in government; citizenship; and the various levels of government. Numerous color photos are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 298 FL 801 058

campus climate study is conducted; (3) campuses where women from faculty and administration unite for equity; (4) continued support for affirmative action among education leaders; (5) bias in women's athletic programs following a recent court ruling against Brown University (Rhode Island); (6) campus leaders explain why colleges and universities must take risks and adapt in today's competitive higher education; (7) the personal impact of organizational restructuring and institutional change; (8) issues in the aftermath of Shannon Faulkner's withdrawal from the Citadel (South Carolina); (9) how using negotiation, rather than court battles, can successfully settle athletic program sex bias disputes; (10) new styles of leadership among women executives and managers; and (11) how colleges can recruit and support dual career couples. (JB)

ED 392 320 HE 028 908

Land-Grant College Revenues.
PUB DATE- 20 Oct 95
NOTE- 33p.; Tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indian Education; *Black Colleges; Colleges; Educational History; *Federal Aid; Federal Legislation; Government Role; Higher Education; Income; *Land Grant Universities; *Tribally Controlled Education
IDENTIFIERS- Department of Agriculture; Morrill Act 1862; Morrill Act 1890

This report provides information on the amounts and sources of education funding for land-grant colleges, including historically black and tribal schools. A total of 107 land-grant schools were identified, including 59 institutions funded under the 1862 Morrill Act, 19 historically black land-grant institutions, and 29 tribal land-grant institutions, which received land-grant status in 1994. Revenue for 98 of the 107 schools (for which data were readily available) totaled $27 billion for the 1992-93 school year, including $4.57 billion in federal funds. Comparative analysis indicated that while tribal schools had the greatest federal revenue per full-time equivalent (FTE) student ($7,032), they had the least total revenue per FTE student ($9,920). Although the 1862 land-grant schools received more federal revenue per FTE student than historically black land-grant schools ($4,105 vs. $3,177), historically black schools received more U.S. Department of Agriculture (USDA) revenue per student than the 1862 schools ($911 vs. $745). Six enclosures provide information on the scope and methodology of the study, 1992-93 revenue for the 107 land-grant institutions, federal revenue for tribal institutions, and USDA programs that fund land-grant institutions. (MDM)

ED 392 321 HE 028 909

Taking Charge of the Future: The Strategic Plan for the Association of American Medical Colleges.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advocacy; Change Agents; Health Care Costs; Higher

Annual Conference (New Orleans, Louisiana, November 28-December 3, 1995); see HE 028 922.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; Colleges; *Computer Networks; Computer Uses in Education; *Higher Education; *Information Management; Information Services; Information Systems; *Information Technology; Internet; Multimedia Instruction; Program Implementation; *Technological Advancement; Telecommunications; Universities
IDENTIFIERS- Babson College MA; *CAUSE National Conference; Duke University NC; Florida Community College Software Consortium; Groupware; Ohio State University; Saint Marys University of San Antonio TX; Stanford University CA

Seven papers and one abstract of a paper are presented from the 1995 CAUSE conference track on new technology issues faced by managers of information technology at colleges and universities. The papers include: (1) "The Use of Groupware in the Reengineering of Business Processes" (Richard M. Kesner), which discusses the role of new information technology on the administration of Babson College; (2) "Business Process Reengineering: A Consortium Approach with End Users as the Architect Produces Dramatic Results" (Florida Community College Software Consortium); (3) "Wireless Networking at Ohio State University" (Robert S. Dixon); (4) "Merging of Voice, Video, and Data Over a Single Cabling Infrastructure" (James B. Dronsfield), which focuses on technological integration at Duke University; (5) "A Cooperative Approach to Document Imaging, Storage, and Retrieval" (Harold T. George), which describes a St. Mary's University document imaging project; (6) "Object Think: A Step Toward Object Oriented Implementation" (Patrick Bauer and Harry Reisenleiter), an abstract of a paper on team goals and object orientation; (7) "Application Delivery in the 90s: A Framework for Change" (Brenda Bangert), on Stanford University's experiences with the replacement of its administrative information systems; and (8) "Multimedia and Asynchronus Learning: Changing the Role of Academic Computing" (Arthur S. Gloster II and Steven A. Saltzberg), reports on Virginia Commonwealth University's efforts to integrate digital technologies across the curriculum. Some papers contain references. (MDM)

ED 392 340 HE 028 928

Realizing the Potential of Information Resources: Information, Technology, and Services. Track 6: Networking and Telecommunications.
PUB DATE- 96
NOTE- 70p.; In: Realizing the Potential of Information Resources: Information, Technology, and Services. Proceedings of the CAUSE Annual Conference (New Orleans, Louisiana, November 28-December 3, 1995); see HE 028 922.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; Colleges; *Computer Networks; Computer Uses in Education; Costs; Educational Change; *Higher Education; *Information Management; Information Services; Information Systems; Information Technology; *Internet;

Groff, Warren H.
New Habits of Heart and Mind. "Third Wave" Transformational Leaders.
PUB DATE- 95
NOTE- 173p.; For a related document, see ED 384 993.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Uses in Education; *Distance Education; Educational Change; Educational Needs; *Educational Technology; Educational Trends; *Futures (of Society); *Graduate Study; Higher Education; Leadership Training; *Strategic Planning; *Technological Advancement
IDENTIFIERS- *Nova Southeastern University FL

This document begins with a brief description of global change and of Nova Southeastern University's pioneering efforts in alternative distance education. A paper titled "Human Resources Development through Strategic Thinking" explores the following: shift from agricultural to industrial to communications systems; leadership for quality of life in an evolving global village; and the science and art of strategic planning. Extensive appendixes include the following: a glossary of 67 human resource development terms (Robert W. Hill); audit instruments used by colleges and universities; descriptions of voluntary national skill standards projects; accessing online resources; and transparency masters. Contains 28 references. (KC)

ED 391 876 CE 070 569

Advincula-Carpenter, Marietta M.
Comparison of Responses on the 1994 Biennial Student Survey by the Consumer and Hospitality Services Division and Overall Students of the Milwaukee Area Technical College.
PUB DATE- Jan 95
NOTE- 63p.; Ed.D. Practicum report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *College Students; Comparative Analysis; Educational Attainment; *Hospitality Occupations; Practicums; Questionnaires; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Student Surveys; *Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Milwaukee Area Technical College WI

To gather curriculum planning information, the Research, Planning and Development Division of Milwaukee Area Technical College (MATC) conducts student surveys biennially. Responses of 579 MATC students enrolled in consumer and hospitality services division (CHSD) programs to the 1994 survey were compared with those of the 5,071 students constituting MATC's overall student population. Special attention was paid to students' reasons for attending MATC, educational background, major objectives for taking courses at MATC, and student status. Compared to the overall student population, the CHSD students were more likely to be female, have a lower average family income, have chosen MATC based on program rather than on schedule and/or cost, already have a vocational diploma/certificate, and be a full-time student. For both groups, the three biggest factors influencing their decision to attend MATC were the following: class schedule; printed mailed materials, and parents, relatives, and current/former MATC students. The following were among the study recommendations: (1) each program in the CHSD (self-management, integrity, honesty). The second section, which lists competencies specific to the health occupations cluster, is organized by the following categories/subcategories: resources (time, money, materials and facilities, human resources); interpersonal (participating as a team member, teaching others new skills, serving clients and customers, exercising leadership, negotiating, working with diversity); information (acquiring, evaluating, organizing, and maintaining information and using computers to process information); systems (understanding systems, monitoring and correcting performance, improving amd designing systems); and technology (selecting and applying technology, maintaining and troubleshooting equipment). Each section includes the following: skill statement(s); performance standard(s); list of occupational knowledge and skills; and code number under which the knowledge/skill is listed in Georgia's career cluster standards. (MN)

ED 391 895 CE 070 746

Human Services. Georgia Core Standards for Occupational Clusters.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 95
NOTE- 60p.; For core standards in other disciplines, see CE 070 743-748.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Basic Skills; Behavioral Objectives; Competence; *Competency Based Education; Core Curriculum; *Employment Qualifications; *Human Services; Information Management; Interpersonal Competence; Resource Allocation; Secondary Education; *Statewide Planning; Systems Approach; Technology Transfer; Thinking Skills; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Georgia

This document lists core standards and occupational knowledge and skills that have been identified and validated by industry as necessary to all Georgia students in secondary-level human services occupations programs. First, foundation skills are grouped as follows: basic skills (reading, writing, arithmetic/mathematics, listening, speaking); thinking skills (creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, reasoning); and personal qualities (responsibility, self-esteem, sociability, self-management, integrity, honesty). The second section, which lists competencies specific to the technical/engineering cluster, is organized by the following categories/subcategories: resources (time, money, materials and facilities, human resources); interpersonal (participating as a team member, teaching others new skills, serving clients and customers, exercising leadership, negotiating, working with diversity); information (acquiring, evaluating, organizing, maintaining, interpreting, and communicating information and using computers to process information); systems (understanding systems, monitoring and correcting performance, improving and designing systems); and technology (selecting technology, applying technology to tasks). Each section includes the following: skill statement(s); performance standard(s); list of occupational knowledge and skills; and code number under which the knowledge/skill is listed in Georgia's career cluster standards. (MN)

DESCRIPTORS- Cooperative Education; Educational Innovation; Educational Methods; *Education Work Relationship; Elementary Secondary Education; *Experiential Learning; Foreign Countries; Nonformal Education; *Nontraditional Education; Program Development; Program Implementation; *School Business Relationship; *Work Experience Programs
IDENTIFIERS- *Alberta

Off-campus education is an experiential method of learning that integrates a student's classroom studies with on-the-job experiences obtained at an employing organization. Off-campus education programs are based on a partnership among the school, the parents, the student, and the employing organization, with each of the partners sharing the responsibility for student growth and learning. This guide is designed to help educators in Alberta (Canada) organize and operate off-campus education programs that provide meaningful learning experiences for students in partnership with the community. It outlines required and recommended procedures to guide school jurisdictions as they implement off-campus education programs in both core and complementary subject areas, including academic subjects, career and technology studies, fine arts, and other areas. The 11 sections of the guide cover the following topics: (1) off-campus education policy; (2) guide to education from early childhood to grade 9; (3) guide to education for senior high school; (4) legislation and regulations; (5) program initiation; (6) program management; (7) safety on the job; (8) promoting an off-campus education program; (9) program evaluation; (10) additional learning resources; and (11) career education professional development program. Nineteen appendixes provide forms for use in developing and implementing an off-campus education program. (KC)

ED 391 917 CE 070 780

Knight, Douglas
Partnerships Survey Report, 1995. School-Business Partnerships in Alberta.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Exploration; *Cooperative Programs; *Educational Benefits; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; *Institutional Cooperation; Partnerships in Education; *Relevance (Education); *School Business Relationship
IDENTIFIERS- *Alberta

A survey of school jurisdictions and schools in Alberta was conducted in April 1995 to determine the current state of school-business partnerships. A total of 72 school authorities in Alberta of all types of systems were sent a school-business partnership survey form; 67 responded (93 percent). Eight school jurisdictions indicated they had a policy addressing school-business partnerships, whereas 59 indicated they did not. About half the schools had an individual who was responsible for school-business partnerships. An additional survey was sent to a selected sample of 1,376 schools in Alberta; 593 schools responded (43 percent). Of these respondents, 223 had a partnership, 370 did not, and 86 schools indicated they were in the process of establishing a

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Career Awareness; *Education Work Relationship; *English Instruction; *High Risk Students; High Schools; High School Students; Integrated Curriculum; *Outcomes of Education; Pretests Posttests; *Program Effectiveness; Scores
IDENTIFIERS- Career Infusion; Texas

A study was made of the effect of career infusion on proficiency test scores in eight areas for seniors in a high school English class in Texas. The experimental group had not passed the proficiency tests and were considered at risk for dropping out of school. Two control groups were used: other at-risk senior English students and an 11th-grade English honors class. For approximately 3 months, career awareness activities were infused into the English curriculum for the experimental group. The group also visited community workplaces and then participated in 2-hour daily work at these workplaces. In addition, graduates in counseling worked with the students. The study found that the experimental group with career awareness training outperformed the at-risk control group on the posttest in five of the eight subtests. The experimental group with career awareness training outperformed the honors group on the posttest in three subtests and tied in one of the eight subtests. The experimental group experienced test score declines for four tests, possibly because the training did not address these subtest scales. Additionally, the experimental group generally outperformed the at-risk and honors control groups in subtest score improvements between pre- and posttesting. Partially as a result of the study, the high school moved to make career awareness training part of the English curriculum and hired a school-business coordinator. Recommendations were made to avoid testing at the end of the school year and to standardize the testing procedures. (KC)

ED 391 935 CE 070 829

Swindell, Richard; Vassella, Ken
Sources of Information. How Older Adults Obtain Information about Housing, Finance, Legal Matters, Home Maintenance, Social Activities. Final Report.
SPONS. AGENCY- Queensland Dept. of Family Services and Aboriginal and Islander Affairs, Brisbane (Australia).
PUB DATE- Feb 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Adult Education; Foreign Countries; *Home Management; Housing; Information Needs; *Information Sources; Legal Problems; Legal Responsibility; *Money Management; Needs Assessment; *Older Adults; Questionnaires; State Surveys
IDENTIFIERS- *Australia (Queensland); *Consumer Information

Face-to-face structured interviews were held with 1,810 older adults throughout Queensland (Australia) to determine their sources of information about housing, finance, legal matters, home maintenance, and social activities. At least 97% of respondents knew of at least one source of information about each topic; however, 42%-57% could name only one available source of information on each topic. Respondents over the age of 80 were less likely to cite printed information sources such as newspapers and phone books. Across all five categories, the

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Education; *Community Organizations; *Community Services; Cooperative Programs; Coordination; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *School Community Relationship; Secondary Education; *Service Learning; State Programs; *Student Participation; Student Volunteers

The Learn and Serve Grant Program was designed to support schools and community-based organizations (CBOs) that engage children and adolescents in service activities linked to the school curriculum that address real community needs. An evaluation covered 93 Pennsylvania schools and CBOs that received funding to design and implement programs. Process, participant, and outcome evaluations were performed. Findings indicated that the proportion of minigrants to disseminator grants, 85 to 15 percent, preserved a balance between developing and mature programs. Grant distribution by region generally followed the demographics of population distribution. Rural, suburban, and urban areas were generally within a few percentage points of each other. With regard to distribution by recipients, high schools predominated. The relationship between the curriculum and service could be enriched if the process were accompanied by organizational commitment, service learning variety, and a continuum of curriculum and service integration. The most effective coordinators did the following: created opportunities to promote service learning as a core value; met community needs by adopting appropriate service activities; developed a strong communication network; and maintained updated records. Characteristics of successful collaborations were as follows: ongoing, thorough in preparing participants to serve, frequent and clear communication, supported by a strong advisory board, and persistent. (Appendixes include site visit planning materials and evaluation forms.) (YLB)

ED 391 953 CE 070 863

The Essentials of Service Learning.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Feb 96
NOTE- 11p.; Prepared by the Pennsylvania Service Learning Evaluation Network.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; Citizenship Education; *Community Organizations; *Community Services; Cooperative Programs; Coordination; Elementary Secondary Education; Program Development; Program Effectiveness; Program Implementation; *School Community Relationship; *Service Learning; State Programs; *Student Participation; Student Volunteers

Service learning links community service and volunteerism with academic learning. It is a collaborative effort that brings schools, community-based organizations, parents, and other community members together in a common enterprise of individual and community growth. Service learning is based on a number of existing links between schools and communities and can be traced to at least three sources: John Dewey, experiential learning, and citizenship education. Three concepts are important to enriching the relationship between curriculum and service. First, an organization's commitment to service learning is essential to linking service to the curriculum. Second, service learning is different at each level of education. Third, there must be a continuum of curriculum and

ED 391 972 CE 070 906

Labor Market Outcomes of Literacy and Education. Indicator of the Month.
PUB DATE- Jan 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Literacy; *Educational Attainment; *Education Work Relationship; *Employment Level; Higher Education; High School Graduates; *Literacy Education; *Salary Wage Differentials; Secondary Education; Unemployment; Wages
IDENTIFIERS- *National Adult Literacy Survey (NCES)

Labor market outcomes of 25- to 64-year-olds were examined as a function of sex, prose proficiency level, and highest educational level attained. The data for 1992 confirmed that educational attainment and literacy level are both positively associated with higher annual earnings and lower unemployment rates and that literacy is positively associated with earning higher wages and a reduced likelihood of being unemployed within different levels of educational attainment. Of males whose highest education level in 1992 was a high school diploma, those with a prose proficiency level of 4 earned 29% more annually than did those with a prose literacy proficiency level of 2. No statistically significant difference between the annual earnings of females with prose proficiency levels of 2 and 4 were found; however, of females whose highest education level was a high school diploma, those with a prose proficiency level of 4 had an unemployment rate of 5% whereas those with a prose proficiency level of 2 had an unemployment rate of 12%. Among females holding a bachelor's degree, unemployment rates were similar for those groups with prose literacy proficiencies of 2, 3, and 4. (MN)

ED 391 973 CE 070 908

Lenaghan, Donna D.
Balancing the See-Saw: A Kaleidoscopic Paradigm Shift of Know-How (21st Century Education and Training Priorities).
PUB DATE- Nov 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Kansas City, MO, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Continuing Education; *Demand Occupations; *Educational Needs; *Educational Strategies; *Education Work Relationship; Employment Patterns; Employment Qualifications; *Futures (of Society); *Job Training; Labor Force Development

The information and service industries are and will remain the largest areas of growth/employment. Among current/projected changes in the work environment are the following: greater competition within/beyond the continental borders of the United States; increasing reliance on new equipment/processes; more/constantly changing information to be produced, used, and stored; and older, smaller, and demographically diverse work forces needing specialized preparation. These changes require new types of training and education outcomes and ways of measuring corporate success. Demand for workers capable of manipulating and creating conceptual information or

Children; Crime; *Crime Prevention; *Data Collection; Delinquency; Elementary Secondary Education; *Incidence; Information Needs; State Action; State Legislation; State Programs; *Statewide Planning; Victims of Crime; *Violence; Young Adults; Youth Problems

IDENTIFIERS- *Maine

Teens and young adults in Maine are at greatest risk for being either the offender or the victim of violence. At present, prevention activities in Maine are limited and fragmented. This document marks the beginning of a study of incidence and impact of violence among Maine youth. The process involved in conducting this was significantly hampered by the absence of adequate data to describe the problem. Data collection is a necessary first step in the attempt to reduce youth violence in Maine. Broad recommendations to guide the state in addressing youth violence prevention are: (1) designate a lead agency responsible for convening an interdepartmental task force to more thoroughly study the causes, impact and solutions to violence among Maine youth; (2) require systematic collection of data, to document incidence and impact of youth violence; (3) require state agencies to review their policies, regulations and procedures to assure that these policies protect and strengthen families; and (4) enact legislative measures that will reduce the risk of childhood death and injury from violence. Extensive statistics, surveys and interviews provide currently available data. Appendices include: leading causes of child death; legislative resolve; and other Maine studies. (JBJ)

ED 391 993 CG 026 792

School Social Work 1995: A Journey with Children into the 21st Century: The Annual Conference of the Western Alliance of School Social Work Organizations (5th, Scottsdale, AZ, November 2-3, 1995).

PUB DATE- Nov 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Caseworkers; Crisis Intervention; Elementary Secondary Education; Family (Sociological Unit); *Family School Relationship; Homeless People; Intervention; Juvenile Gangs; Latchkey Children; Pregnant Students; School Community Relationship; School Counseling; *School Social Workers; Social Work; Student Personnel Workers
IDENTIFIERS- Conflict Management

The purpose of the Western Alliance of School Social Work Organizations is to promote the profession of school social work in the western region of the United States. This conference proceedings booklet provides a conference schedule, abstracts for 10 general and workshop sessions, and abstracts for 15 poster session papers. Proceedings reflect the emphasis on both skills and transitioning aspects of school social work. Titles of general and workshop sessions were: (1) "The Politics of School Social Work" (Jim Clark); (2) "Conflict Management and Transformation of the School System in Slovakia" (Vladimir Labath and Jan Gabura); (3) "School Social Work 'En Casa': Working with a Gang-Involved Family" (Cristina Duran and Bernice Medina-Gutierrez); (4) "Recycling Trust: Child Centered Therapeutic Public School Program" (Donna Locke and Patricia Ferguson); (5) "Putting It All Together: A Comprehensive Teen Pregnancy and Parenting Program" (Julie Lessard); (6) "Facilitating the Enrollment, Attendance and Success of

(Reading)

This report provides a rationale for making inquiry-oriented discussions a more integral part of classroom practice. It begins by identifying five features that make this type distinct from other types of discussion--focusing especially on the use of multiple texts. Then, the heart of the report explains the concepts and practices that are central to creating inquiry-oriented discussions. The report discusses these concepts and practices by depicting a framework of sorts for designing, implementing, and evaluating inquiry-oriented discussions. The framework focuses on nine elements key to making inquiry-oriented discussions more integral to classroom practice. Finally, the report provides suggestions for getting started with inquiry-oriented discussions, and addresses questions often raised by those who start these discussions in their classrooms. Contains 3 tables of data, 5 figures, 50 references, and 49 children's book references. (Author/SR)

ED 392 014 CS 012 337

Garcia, Georgia Earnest; And Others
Reading Instruction and Educational Opportunity at the Middle School Level. Technical Report No. 622.
PUB DATE- Nov 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; Classroom Research; College School Cooperation; Curriculum Development; Grade 7; Junior High Schools; *Middle Schools; Qualitative Research; *Reading Instruction; Reading Research; Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- *African Americans; *Middle School Students; Teaching Research

A study used qualitative methods, as part of a 2-year collaborative university/middle school effort, to understand the instructional reading practices in effect at the seventh-grade level and to investigate whether any of the practices might be related to differential reading performance of the school's African-American students. Few of the teachers felt comfortable teaching reading at the middle-school level. They tended to emphasize whole-class instruction, oral reading, and the coverage of required texts, practices not oriented toward helping low readers improve their reading. The low reading performance of the African-American students was affected by the school's use of homogeneous grouping, overrepresentation of African Americans in the low classes, and by the type of reading instruction offered in these classes. If middle-school students are to improve their literacy capabilities, and if past inequities are to be overturned, then middle school experts and faculty, along with literacy experts, need to work together to develop a literacy curriculum. (Contains 35 references and 2 tables of data. Appendixes provide the initial framework for analysis and coding sheets for observational field notes.) (Author/RS)

ED 392 015 CS 012 338

Greer, Eunice Ann
Examining the Validity of a New Large-Scale Reading Assessment Instrument from Two Perspectives. Technical Report No. 623.
PUB DATE- Nov 95
NOTE- 54p.

PUB DATE- Nov 95
NOTE- 22p.; Paper presented at the Combined Meetings of the Great Lakes and Southeast International Reading Association (1st, Nashville, TN, November 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Clues; Decoding (Reading); Elementary Education; Elementary School Students; *Reading Comprehension; *Reading Improvement; Reading Processes; *Training; Vocabulary Development; *Vocabulary Skills; Word Recognition
IDENTIFIERS- Vocabulary in Context Exercises

A study examined the training of students to use context clues more effectively. Subjects were five fifth and sixth grade remedial students identified as low verbal students. The subjects were met with individually for 9 sessions of approximately 30 minutes each, prior to or following the school day. Two sessions were devoted to testing and seven sessions to training. Between 6 and 12 training items were used in each session and a variety of context types, difficulty level, function in sentence, and clarity levels were presented. Training tasks consisted of five steps: read/paraphrase; query/discussion; identification/rationale; other possible word meanings; and inferences of meaning. Results indicated that all five students improved on every component--improvement ranged from impressive to dramatic. Qualitative analysis revealed three situations characteristic of students' initial approaches to context: limited use of the context; confounding the meaning of the target word with that of the entire context; and going beyond the limits of meaning set by the context to hypothesize a situation into which a meaning might fit. Findings suggest that four of the five students appeared to internalize the training task, as demonstrated by their ability to think aloud about their own reasoning and correct themselves when they realized their reasoning was faulty. The training task is a useful tool to help students develop a more productive process for dealing with contexts. A follow-up study conducted with 16 fifth grade students yielded similar results and reinforced earlier findings. (Contains 10 references and 4 tables of data.) (CR)

ED 392 034   CS 012 372

Roller, Cathy M.
Variability Not Disability: Struggling Readers in a Workshop Classroom.
PUB DATE- 96
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Classroom Environment; Elementary Education; Instructional Effectiveness; Learning Disabilities; Middle Schools; *Reading Difficulties; *Reading Programs; *Reading Strategies; Reading Writing Relationship; Student Centered Curriculum; *Student Needs; *Teacher Role; *Workshops
IDENTIFIERS- Direct Instruction; University of Iowa

This book recounts personal experiences at the University of Iowa summer reading program from 1988 to 1994 and the children in the program who are all viewed as "reading disabled." The

Young Adult Fiction by African American Writers, 1968-1993: A Critical and Annotated Guide.
PUB DATE- 96
NOTE- 432p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Authors; *Black Literature; *Blacks; *Fiction; Literary Criticism; Recreational Reading; Secondary Education
IDENTIFIERS- *African Americans; Historical Fiction

This bibliography presents annotations and critical appraisals of all fiction titles published between 1968 and 1993 by African American authors and targeting young adult readers--166 titles by 57 authors. Only works of fiction--historical fiction, modern realistic fiction, fantasy and science fiction, and mystery and suspense--by African American authors and centering on African American protagonists are included in the bibliography. The bibliography begins with an introduction which places contemporary young adult fiction by African American writers in an historical and political context. The annotations for each title in the bibliography are extensive and offer an in-depth critical appraisal that judges the quality of writing, the appeal and development of characters, problems, and themes, and the handling of complex and sensitive cultural, historical, and sociopolitical issues, where applicable. Each annotation in the bibliography includes recommended reader age and gender, based on the developmental, emotional, and intellectual level of the intended audience. Appendixes provide a publishing chronology of African American young adult fiction issued between 1968 and 1993, and lists of award-winning authors and books included in this bibliography. (NKA)

ED 392 053 CS 215 216

Bump, Jerome
Teaching Emotional Literacy.
PUB DATE- Mar 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliotherapy; *Emotional Development; Higher Education; Humanistic Education; *Instructional Innovation; *Journal Writing; Learning Processes; *Literary Criticism; Personal Narratives; *Psychoeducational Methods; *Reader Response; Student Needs; Teacher Student Relationship; Victorian Literature
IDENTIFIERS- Family Systems Theory; *Response to Literature

In teaching, instruction can focus on literary works as storehouses of emotion that can serve as models of how to communicate emotions to the self and others. To help students identify and articulate what they feel as they read Victorian novels, one instructor asked students to record their emotions in a journal divided with quotes on one side of the page and reactions on the other. His first goal was to identify a range of feelings, but he asked for other responses as well: self-esteem issues in the text and in the reader; personal associations, especially family memories; awareness of family

NOTE- 95p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assertiveness; *Communication Skills; Foreign Countries; Group Activities; Higher Education; *Interpersonal Communication; *Listening Skills; *Self Esteem; Training Methods
IDENTIFIERS- Communication Strategies

This training manual contains material from the book "Listen to Me, Listen to You--A Practical Guide to Improving Self-Esteem, Listening Skills and Assertiveness" set out in the form of exercises and handouts. The manual provides a series of 14 group exercises and 19 related handouts suitable for use in workshops or group training sessions on interpersonal skills. The material is grouped under major headings: Listening Skills, Attitudes, Assertiveness, Conversation Skills, and Self-Esteem. The masters for all 19 handouts accompany the manual. The manual and set of masters can be used on their own, but maximum benefit from the material will be obtained when trainers use them in conjunction with the book. (RS)

ED 392 073 CS 509 160

Gomez, Adelina M.; And Others
When Does a Student Participate in Class? Ethnicity and Classroom Participation.
PUB DATE- Nov 95
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Cooperative Learning; *Cultural Differences; Elementary Secondary Education; *Ethnicity; Higher Education; Literature Reviews; Research Needs; *Student Participation
IDENTIFIERS- Diversity (Student); Teacher Immediacy

Although research exists which links gender to classroom participation, the connection between ethnicity and classroom participation has been minimally studied. Evidence suggests that ethnicity is a factor in whether a student feels comfortable asking teachers to explain information. Cooperative learning has been used successfully to attack the legacy of underachievement which is prevalent in urban schools. Research has also suggested that some culturally different students find rules of classroom behavior prohibitive to classroom participation because the rules are not compatible with the students' cultural rules of behavior. Such incompatibility has been studied among one tribe of Native Americans--the Choctaw--who dislike individual response and frequently use choral speaking in the classroom. Teacher immediacy serves different functions for students from different backgrounds, and different cultural backgrounds foster different attitudes about classroom participation. The matter of looking at classroom participation and ethnicity is not a simple challenge. There are many variables that need to be studied such as the teacher's ethnicity, how questions are patterned and timed, relevancy of the examples to the student, and the size of the school and class. Extensive, more issue-specific research is necessary to answer the many questions raised by ethnicity and

Overbuilt Markets" (Marianne Barrett); and "Vertical Integration and Consumer Welfare in the Cable Industry" (Hoekyun Ahn). (RS)

ED 392 091 CS 509 185

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). International Communications Division.
PUB DATE- Aug 95
NOTE- 274p.; For other sections of these proceedings, see CS 509 173-187 and CS 509 196.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Foreign Countries; *Freedom of Information; *Imperialism; Internet; Mass Media Role; Media Research; *News Media; Politics; Social Status; *Telecommunications; *Television Viewing
IDENTIFIERS- Africa; Asia; Great Britain; India; International News; Japan; Korea; Television News

The International Communication section of the proceedings contains the following nine papers: "Mobile Satellite Communications--From Obscurity to Overkill" (Patricia T. Whalen); "Does Television Cultivate the Image of America in Japan?" (Shinichi Saito); "Linking International News to U.S. Interests: A Content Analysis" (Daniel Riffe); "Colonial Interventions and the Postcolonial Situation in India: The English Language, Mass Media, and the Articulation of Class" (Radhika E. Parameswaran); "Recent Developments in Freedom of Information in Great Britain: A Preliminary Appraisal of the Government's 'Code of Practice'" (Wallace B. Eberhard); "Insurgent Technology: The Political Ramifications of the Internet in Africa" (David N. Dixon); "Japan's Clouded Window: News on NHK and TBS Television, 1993" (Anne Cooper-Chen); "Media Imperialism Revisited: The Countercase of Asia" (Kalyani Chadha); and "Media and the Politics of Citizens' Press Movement in Korea, 1985-1993" (Yung-Ho Im). (RS)

ED 392 092 CS 509 186

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Science Communications Interest Group.
PUB DATE- Aug 95
NOTE- 220p.; For other sections of these proceedings, see CS 509 173-187 and CS 509 196.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biotechnology; Content Analysis; Elementary Education; Environmental Influences; Global Warming; Mass Media Role; Media Research; *Newspapers; Population Trends; *Public Relations; *Science Education; *Scientific and Technical Information; *Television
IDENTIFIERS- *Media Coverage; Risk Reduction

The Science Communication Interest Group section of the proceedings contains the following seven papers: "Using Television to Foster Children's Interest in Science" (Marie-Louise Mares and others); "Trends in Newspaper Coverage of Science over Three Decades: A Content Analytic Study" (Marianne G. Pellechia); "Media Framing, Expert Framing and Public members must have confidence in the evaluation process. The best-prepared faculty should be teaching the beginning course in communication. For many students, this is the only communication course they will take, so the best teaching of the best skills should be offered. Assessment in the beginning course must focus on student understanding and practicing communication skills. In addition to the assessment of students' competence, the other kind of assessment necessary is the evaluation of the instructor by the students. Finally, periodic analysis of the course and assignments by instructors, including self-evaluations and peer reviews, as well as student evaluations, would lead to improvement of the quality of the student experience in the course. (CR)

ED 392 110   CS 509 215

Allen, Mike; And Others
Examining the Impact of Culture Social Scientifically: Some Suggestions from Examining Martin, Hecht, and Larkey.
PUB DATE- Feb 96
NOTE- 30p.; Paper presented at the Annual Meeting of the Western States Communication Association (Pasadena, CA, February 16-20, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; *Cultural Context; *Cultural Differences; Higher Education; *Language Role; Social Science Research
IDENTIFIERS- *Communication Behavior; Communication Patterns; *Cultural Studies; Discourse Communities; Empirical Research; Speech Community

An article on interethnic communication by J. Martin, M. Hecht, and L. Larkey in "Communication Monographs" (1994) suggests some important issues for understanding the potential impact of culture on communication practices--researchers might examine such variations in communication in future research. "Culture" is an ambiguous and uncertain term, but for communication researchers, the emphasis would be on speech in language communities. A speech community shares a common method of using symbols to accomplish the transmission of ideas. Culture, as a variable, might produce 3 impacts on empirical results: (1) measurement differences; (2) differences in the mean of a variable; and (3) process differences. A reexamination of the results of the study reported in Martin, Hecht, and Larkey demonstrate limited but consistent and important differences between African American and European American perspectives on communication. (Contains a table of data and 54 references.) (Author/NKA)

ED 392 111   CS 509 225

Mino, Mary
Taking Personal and Professional Contexts into Account in the Basic Public Speaking Course. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

teachers and students to uncover how their interactions limit the computer's impact on schooling and describes how these limitations are viewed by leading architects of public policy promoting educational technology, in particular a report published by the U.S. Congress's Office of Technology and Assessment in 1995. A conclusion is that computer advocates must separate their agenda from other reform agendas. The campaign to promote computer technology in the schools should stress three elements: (1) developing a strong technological infrastructure through investments in adequate school facilities; (2) using computers to make teachers' work easier and more efficient, not to redefine teaching; and (3) employing computers to increase student academic achievement, not for changing current ideas of valued knowledge. (Contains 54 references.) (LMI)

ED 392 132 EA 027 358

Ananda, Srijati M.; And Others
Skills for Tomorrow's Workforce.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; *Educational Change; Elementary Secondary Education; *Employment Potential; Industry; *Job Skills; *Labor Force Development; Performance; Public Education; School Business Relationship; School Role; *Standards; State Action; Student Evaluation; Vocational Education

Over the last decade, concern over the nation's global economic status and the role of public education in preparing workers has led to a push for standards reform. Two converging reform strategies have emerged: (1) to create a voluntary system of academic standards for K-12 students, and (2) to create a voluntary system of industry-skill standards for individuals planning to enter certain industries and occupations. The challenge facing policymakers is to determine how and to what degree academic and industry skill standards systems should be integrated. To make sound decisions, policymakers need to understand the complexities involved in standards-based reform and cross-sector collaboration. This policy brief reviews the issues surrounding standards reform, with a focus on the use of industry standards. It discusses the history and evolution of the role of schools in worker preparation, describes types of standards currently under development, proposes ways to create a more coherent standards infrastructure, and elaborates on the tensions that must be navigated at various stages of development and implementation. The standards-based reform plans of Arizona, California, Nevada, and Utah are also described. A conclusion is that other related education and worker-preparation-program reforms are equal in importance to setting standards. Methods used by the National Health Care Skill Standards Project, directed by Far West Laboratory, are highlighted. A list of contacts for the four states is included. (Contains 21 references.) (LMI)

ED 392 133 EA 027 359

Yamashiro, Kyo; Carlos, Lisa

Personal Narratives; Public Service; *Self Evaluation (Individuals); Self Expression; *Service Learning; Student Journals; Student Participation; *Writing Exercises; Writing Strategies

This guidebook explores the role of journal writing in community-service leadership and learning. Specifically, it offers suggestions to community-service leaders to help engage their teams in reflective journal writing. The introduction provides an overview of the history of journal-keeping. Chapter 1 provides a rationale for the use of reflection in service work. Journal writing helps participants heighten observational skills, process information, explore feelings, assess progress, evaluate, improve communication, enhance writing skills and fluency, and build citizenship. The second chapter describes the material needs of the journal itself, and chapter 3 offers tips for positively communicating the value of journals to students. Journal formats and approaches are described in the fourth chapter. The fifth chapter suggests appropriate topics for reflective writing. Guidelines for sustaining participants' long-term interest in journal-writing are offered in chapter 6. Chapter 7 highlights approaches for accommodating special-needs students. Journal activities and starter exercises are described in the eighth chapter. Appendices summarize activities of an American Alliance for Rights and Responsibilities introductory workshop for reflective-journal writing. (Contains 17 references.) (LMI)

ED 392 153 EA 027 382

Mitchell, Karen J.
Reforming and Conforming: NASDC Principals Talk about the Impact of Accountability Systems on School Reform.
PUB DATE- Oct 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Decentralization; *Educational Assessment; Educational Innovation; Elementary Secondary Education; *Institutional Autonomy; *Performance; Standardized Tests; *State Standards; Student Evaluation

The New American Schools Development Corporation (NASDC) supports seven design teams that develop and implement comprehensive designs for high-performance schools. By 1995 plans had been developed for over 200 participating schools. This paper presents findings of a study that explored the elements of school-accountability systems that aid or impede innovative practices. Data were derived from interviews that were conducted with 20 NASDC principals during summer 1995. Findings show that the leaders took accountability very seriously. They reported that standardized testing worked against their efforts and that they preferred using authentic accountability measures. The sample urged NASDC to lobby at the state and district level and to negotiate for waivers from accountability requirements. The principals felt that performance-based accountability tests more closely aligned their reform goals with their states' assessment systems. Principals also expressed having problems with requirements for credit hours, grade-to-grade promotion rates, teacher-student "contact hours," and teacher attendance rates. (LMI)

ED 392 154 EA 027 383

Doan, Sheila R.

Shapiro-Barnard, Susan; And Others
The Lighter Side of IEPs.
SPONS. AGENCY- New Hampshire State Dept. of Education, Concord.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Educational Planning; Elementary Secondary Education; Guidelines; *Humor; *Individualized Education Programs; Meetings; Program Development; Student Participation; Teamwork

This booklet offers a humorous perspective on important guidelines for developing Individualized Education Programs (IEPs) for students with disabilities which respect the values of collaboration, student and family leadership, and full inclusion. Humorous section titles and cartoons illustrate important principles: "Developing an IEP Shouldn't Be Like Planning Someone Else's Vacation," which addresses the necessity for student involvement in the IEP process; "Writing an IEP Shouldn't Be Like Five Decorators Furnishing Your Living Room," which emphasizes that IEP team members need to communicate and work together toward a common goal; "Reading IEP Goals Shouldn't Be Like Reading the Manual for Programming Your VCR," which points out that IEPs should be free of jargon, use easily understandable language, and not be too long; "IEP Meetings Shouldn't Be Like Large Family Reunions," which contends that the group should not be too large and all participants should know the student and each other; "Completed IEPs Shouldn't Be Like Exercise Equipment," which stresses that IEPs should be used; and "And Now Presenting the Perfect IEP...," which states that there is no perfect IEP. (DB)

ED 392 175 EC 304 605

Reeve, Ron; And Others
A Continuing Education Program on Attention Deficit/Hyperactivity Disorder.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 114p.; Videotape is not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; *Classroom Techniques; Demonstration Programs; *Disability Identification; Educational Diagnosis; Educational Policy; Elementary Secondary Education; Federal Legislation; *Hyperactivity; Instructional Effectiveness; *Intervention; Models; Program Development; Student Characteristics; Student Evaluation; Student Participation; Symptoms (Individual Disorders); *Teaching Methods

This manual and accompanying videotape are intended to be used as a continuing education program to enhance the skills of special and general educators in serving children with attention early childhood as a developmental phase, the significant role of families in early education and intervention, the role of developmentally and individually appropriate practice, the preference for service delivery in inclusive settings, the importance of culturally competent professional behavior, the importance of collaborative interpersonal and interprofessional actions, a framework for clarifying professional roles, the structure of recommended early childhood special education licensure, content standards for early childhood special education licensure, guidelines for preparation of early childhood special education professionals, and basic guidelines for 4-year and 5-year institutions. (Contains 80 references.) (DB)

ED 392 193 EC 304 624

Wolcott, Gary; And Others
Signs and Strategies for Educating Students with Brain Injuries: A Practical Guide for Teachers and Schools.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 95
NOTE- 101p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; Behavior Problems; *Classroom Techniques; Educational Planning; Elementary Secondary Education; *Head Injuries; Individualized Instruction; *Intervention; Minimal Brain Dysfunction; *Neurological Impairments; Neuropsychology; Parent Teacher Cooperation; Reentry Students; School Readiness; Student Characteristics; *Symptoms (Individual Disorders); Teaching Methods; *Transitional Programs

This resource guide offers strategies for working with children having mild to severe brain injuries. Chapter 1 corrects common misunderstandings about brain injuries and gives suggestions and illustrative case examples. Chapter 2 discusses 12 common changes in students with brain injuries such as tiredness, irritability, passivity, depression, forgetfulness, distractibility, and poor organizational skills. Each characteristic is discussed in terms of school signs, questions for teachers to ask, questions to ask parents, an example, and a suggested intervention. Chapter 3 provides basic information on the neurology of brain injuries and suggestions for dealing with classroom problems concerning fatigue, memory/organization, motor difficulties, reading, math, social skills, attention, and behavior. Chapter 4 addresses working with the neuropsychologist and the neuropsychological evaluation. Chapter 5 considers problems faced by parents and other family members and offers suggestions for communicating with and providing support to families. Also included are three worksheets to assist in planning for: (1) the child's transition back to school; (2) the child's transition to the next grade; and (3) the child's transition into middle or high school. (Contains a list of 10 suggested readings and 3 organizational resources.) (DB)

ED 392 194 EC 304 625

Rustigan, Carol J.

Rhodes, Larry
Introduction to Deaf-Blindness Workshop.
PUB DATE- 18 Dec 95
NOTE- 178p.; In: Services for Children with Deafblindness in Missouri. Final Report, Fiscal Year 1994-1995; see EC 304 642.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anatomy; Blindness; Child Development; Cognitive Development; *Communication Skills; *Deaf Blind; Developmental Delays; Elementary Secondary Education; Etiology; *Hearing (Physiology); Hearing Impairments; *Intervention; Learning Problems; Physiology; Simulation; *Vision; Workshops

This document presents the agenda and materials distributed at a 1-day introductory workshop on deaf-blindness. Introductory material explains the workshop's purpose and rules. A short test contrasts facts and myths about deaf-blindness. A handout presents information on the dynamics of deaf-blindness, etiologies in the adult deaf-blind population, and categories of deaf-blindness. Information on the anatomy and function of the eye and visual system is provided. Visual acuities and visual fields are explained, followed by information on five types of vision loss, an explanation of how a child's vision is affected by a specific eye disorder, and possible developmental delays of a child with severe vision impairment. An activity in which participants attempt to identify objects by touch alone is suggested. The workshop then addresses how hearing works, the importance of sound, speech perception, otological care, anatomy of the ear, causes and types of hearing losses, measuring hearing loss, and degrees of hearing loss. A hearing loss simulation activity is also provided. Remaining informational handouts cover communication modes, language levels, and a functional approach to language intervention and assessment. A workshop summary notes that deaf-blind individuals may have problems in the areas of anticipation, motivation, communication, and learning. (DB)

ED 392 214 EC 304 645

McDonnell, John; And Others
Transition Programs for Students with Moderate/Severe Disabilities.
PUB DATE- 96
NOTE- 357p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Agency Cooperation; Community Based Instruction (Disabilities); Curriculum Development; Daily Living Skills; *Disabilities; Educational Objectives; *Educational Practices; *Educational Principles; *Education Work Relationship; Individualized Education Programs; Job Placement; Moderate Mental Retardation; Program Development; Secondary Education; Self Management; Severe Disabilities; Severe Mental Retardation; *Teaching Methods; *Transitional Programs; Vocational Education

This text is intended to provide new and practicing professionals with an introduction to the strategies necessary to support the transition of students with moderate and severe disabilities from school to community life. It offers recommendations for

ED 392 233 EC 304 664

Teaching Students Who Are Deaf or Hard of Hearing. Programming for Students with Special Needs, Book 4.
PUB DATE- 95
NOTE- 89p.; For other documents in this series, see EC 304 661-663.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); Audiology; *Classroom Techniques; *Communication Aids (for Disabled); Deaf Interpreting; Deafness; Educational Practices; Foreign Countries; Hearing Aids; *Hearing Impairments; Hearing Therapy; Partial Hearing; Student Evaluation; Teaching Methods
IDENTIFIERS- Alberta

This volume is the fourth in a series (developed in response to a needs assessment survey of special educators in Alberta, Canada) providing practical suggestions about instructional strategies, classroom management, preparing individual program plans, and understanding special needs. This volume presents information on the nature of hearing loss and the various communication systems which may be used by individuals with hearing impairments. The book also contains information on amplification, educational technologies, program planning, and teaching strategies. Sections of the book cover: (1) measurement of hearing and hearing loss with sample audiograms; (2) gathering student information; (3) implications of hearing loss including education and social implications, communication modalities, and the deaf culture; (4) technology, various forms of amplification, other educational devices, classroom acoustics, and care of hearing aids and/or FM systems; (5) providing for student needs through communication training and language intervention; (6) strategies for classroom accommodation, using an interpreter, and modifying instructional practices. An appendix provides survey forms, assessment forms, check lists, and sign language illustrations. A glossary, a list of teaching resources, and publishers' addresses conclude the volume. (Contains 23 references.) (DB)

ED 392 234 EC 304 707

Bloom, Barbara
Parent Survey: The Experience of Parenting a Child with Disabilities.
PUB DATE- Jan 96
NOTE- 355p.; For stage one of the study, see ED 371 529. Appended materials printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjustment (to Environment); Attitude Change; *Child Rearing; Children; Delivery Systems; Educational Experience; Elementary Secondary Education; *Experience; *Family Life; Family Relationship; Foreign Countries; Human Services; *Mental Retardation; *Mother Attitudes; Mothers; Parent Child Relationship; Parent School Relationship; Public Policy; Social Attitudes

This study (stage two of a proposed four-part study) employed qualitative methods and descriptive statistics to examine child

Analysis; *Interaction; *Interpersonal Communication; *Linguistic Theory; *Speech Acts; *Speech Communication; Structural Analysis (Linguistics)
IDENTIFIERS- *Conversational Analysis

This book unites speech act theory and conversation analysis to advance a theory of conversational competence, called the Dynamic Speech Act Theory (DSAT). In contrast to traditional speech act theory that focuses almost exclusively on intuitive assessments of isolated, constructed examples, this theory is predicated on the assumption that speech act theory, if it is to be of genuine empirical and theoretical significance, must be embedded within a general theory of conversational competence capable of accounting for how we do things with words in naturally occurring conversation; it can usefully be seen as a synthesis of traditional speech act theory, conversational analysis, and artificial intelligence research in natural language processing. A variety of naturally occurring conversations are analyzed and presented within a framework of computational interest and Discourse Representation Theory. In particular, an explicit mapping is offered of semantic and pragmatic meaning features and politeness features into so-called conventionalized indirect speech act forms. The book is divided into the following sections: (1) the nature of speech acts; (2) meaning and force; (3) the structure of communicative interactions; (4) interactional effects; (5) indirect speech acts; (6) conventions of use; (7) the structure of conversation; and (8) utterance generation. (NAV)

ED 392 256 FL 023 589

Ngonyani, Deo
Towards a Typology of Applicatives in Bantu.
PUB DATE- Mar 95
NOTE- 35p.; Paper presented at the Annual Conference on African Linguistics (26th, Los Angeles, CA, March 24-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; *Bantu Languages; Classification; *Language Patterns; Language Research; Linguistic Theory; *Sentence Structure; Swahili; *Syntax; *Uncommonly Taught Languages
IDENTIFIERS- Ndendeule

An analysis of applicative constructions in Bantu languages proposes a typology of applicative structures, using examples from Ndendeule and Swahili. First, the basic facts about applicative constructions are presented, including those concerning morphology, meaning, and alternative expressions, and several arguments are posited. Primary objects properties diagnostics are then applied to six different applied objects. Previous typology of applied objects is reviewed and the proposed new typology is outlined. Verb phrase (VP) ellipsis is advanced as evidence of the structure of the VP, and a complex VP structure for applicative constructions is suggested. It is concluded that based on primary object properties, there are three types of applicatives whose prototypes are benefactive, instrumental, and locative. These constituent structures involve two VPs: one VP which contains the theme/patient is embedded in another VP, which contains the applied object. In addition, the applicative morpheme is a predicate head that selects the minimal VP and the applied object. Implications for mapping of the structure are considered briefly. Contains 25

Lapkin, Doug Hart, Merrill Swain); "Getting Into, Through and Out of a Survival Situation: A Comparison of Communicative Strategies Used by Students Studying Spanish Abroad and 'At Home'" (Barbara A. Lafford); "What Makes Us Think that Students Who Study Abroad Become Fluent?" (Barbara F. Freed); "The Peace Corps Experience: Language Learning in Training and in the Field" (Gail Guntermann); "The Effects of Overseas Language Programs: Report on a Case Study of an Intensive Japanese Course" (Thom Huebner); "The Acquisition of Politeness Patterns by Exchange Students in Japan" (Helen Marriott); "Individual Differences and Study Abroad: Women Learning Japanese in Japan" (Meryl Siegal); "The Acquisition of Sociolinguistic Native Speech Norms: Effects of a Year Abroad on Second Language Learners of French" (Vera Regan); "Language Learning and Living Abroad: Stories from the Field" (Livia Polanyi); "Folklinguistic Theories of Language Learning" (Laura Miller, Ralph B. Ginsberg); and "On the Value for Formal Instruction in Study Abroad: Student Reactions in Context" (Richard D. Brecht, Jennifer L. Robinson). (MSE)

ED 392 277 FL 023 625

Nagy, William E.; And Others
Linguistic Transfer and the Use of Context by Spanish-English Bilinguals. Technical Report No. 616.
PUB DATE- Nov 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; *Context Clues; *English; Error Analysis (Language); Error Patterns; *Interlanguage; Language Patterns; Language Usage; Reading Skills; Secondary Education; Second Languages; *Spanish; Syntax; *Transfer of Training

In a study with seventh- and eighth-graders, Spanish-English bilinguals (n=41) and English monolinguals (n=48) used brief English contexts to choose among possible meanings for unfamiliar words. Two types of errors were compared: transfer errors, which were answers consistent with Spanish but not English syntax, and non-transfer errors, which were inconsistent with the syntax of both languages. Non-transfer errors were found to be negatively correlated with reading proficiency in both Spanish and English. Transfer errors were positively correlated with reading proficiency in Spanish and were unrelated to English reading proficiency. First-language syntactic knowledge was thus found to influence guesses about the meanings of unfamiliar words in a second-language context. The effects was found among bilinguals who had experienced a variety of amounts and types of exposure to English. (Author/MSE)

ED 392 278 FL 023 626

Yang, Nae-Dong
Effective Awareness-Raising in Language Learning Strategy Training.
PUB DATE- 30 Mar 95
NOTE- 28p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires,

Nuestra Familia: Primaria para Adultos. Segunda Parte. Edicion Experimental (Our Family: Primer for Adults. Part Two. Experimental Edition).
PUB DATE- 90
NOTE- 652p.; For related documents, see FL 801 047-068. Photographs may not copy well.
LANGUAGE- Spanish
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Students; *Family Life; Foreign Countries; *Functional Literacy; Health Education; Instructional Materials; *Spanish Speaking; Textbook Content
IDENTIFIERS- *Mexico

This textbook is part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. It is designed to orient people with little education or developing literacy skills to a sense of responsibility toward their families. Topics covered include Mexican families, the traditional family, family growth and development, the family as educator, health maintenance, the connection between good nutrition and health, and illnesses resulting from improper care. Numerous color photos are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 299 FL 801 059

Torres De Leon, Juana Maria
Manual de Salud Familiar y Primeros Auxilios (Family Health and First Aid Manual).
PUB DATE- 89
NOTE- 121p.; For related documents, see FL 801 047-068.
LANGUAGE- Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Students; Community Education; *Family Health; *First Aid; Foreign Countries; *Functional Literacy; Health Education; Instructional Materials; *Spanish Speaking; Textbook Content
IDENTIFIERS- *Mexico

This textbook is part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. This textbook is designed to strengthen reading and writing skills while teaching basic principles and techniques to improve family health. Topics covered include health maintenance; vital signs; vaccinations; common health problems such as dehydration and fever; prevention of health problems; first aid and when to solicit it; emergency care of the sick and wounded; external wounds; fractures; animal bites; and fainting and choking. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 300 FL 801 060

Ruiz, Mercedes M., Ed.; Pavon, Elena S., Ed.
Manual de Cocina y Nutricion (Handbook on Cooking and Nutrition).
PUB DATE- 88
NOTE- 118p.; For related documents, see FL 801 047-068.
LANGUAGE- Spanish
EDRS Price- MF01/PC05 Plus Postage.

Education; Institutional Mission; Long Range Planning; *Medical Associations; *Medical Education; *Medical Schools; Medical Services; Organizational Objectives; *Strategic Planning
IDENTIFIERS- *Association of American Medical Colleges

This report outlines five strategic commitments that the Association of American Medical Colleges (AAMC) has adopted to help academic medicine's leaders uphold their institutional missions while adapting to the changes restructuring American medicine. It discusses the achievements and challenges of academic medicine in the changing health care environment, including pressure to contain costs, consolidation of payers and providers, empowerment of non-physician health care providers, shifts from a specialist-centered to a generalist-centered health care system, and retrenchment of public investment in clinical training and research. It then explains the AAMC's five strategic commitments, which focus on: (1) championing medical education integrated with research and patient care; (2) advocating academic medicine's missions of education, research, and patient care; (3) acting as an integrating force for academic medicine; (4) acting as an agent for change within academic medicine; and (5) providing services and information to the leaders and institutions of academic medicine. Three high priority concerns identified by AAMC members include the need for reliable information, strengthened advocacy, and leadership. The organization and governance of the AAMC are outlined. (MDM)

ED 392 322 HE 028 910

Cohen, Jordan J.
Learning to Care, for a Healthier Tomorrow.
PUB DATE- 95
NOTE- 16p.; Based on an address given at the plenary session of the Annual Meeting of the Association of American Medical Colleges (106th, Washington, DC, October 27-November 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Advocacy; Change Agents; Health Care Costs; Higher Education; Information Technology; *Institutional Mission; Medical Associations; *Medical Education; *Medical Schools; Medical Services; Prevention; School Community Relationship; Social Problems; Strategic Planning
IDENTIFIERS- Association of American Medical Colleges

This address by the Association's president outlines the role of the Association of American Medical Colleges (AAMC) and the medical education community in responding to the changing nature of the American health care system and medical education. It focuses on: (1) establishing true medical school-community partnerships; (2) elevating prevention and health maintenance; (3) addressing social problems, such as substance abuse, teenage pregnancy, and violence; (4) containing health care costs; (5) harnessing information technology; (6) fostering racial, ethnic, and gender parity; (7) solidifying status with policymakers; and (8) restructuring and downsizing, including helping meet workforce needs, transforming teaching hospitals, developing regional education consortia, becoming a learning network, and creating a permanent planning process. (MDM)

ED 392 323 HE 028 911

Multimedia Instruction; Technological Advancement; *Telecommunications; Universities
IDENTIFIERS- *CAUSE National Conference; University of Pennsylvania

Six papers and two abstracts of papers are presented from the 1995 CAUSE conference track on networking and telecommunications issues faced by managers of information technology at colleges and universities. The papers include: (1) "Looking to the Year 2000: Alternatives in Campus Data Networking" (Noam H. Artz and Daniel A. Updegrove), which discusses the emerging vision of the University of Pennsylvania's campus data communications network; (2) "Repackaging and Recycling: Using Information Technology to Enhance Education in the Present and the Future" (Herbert Achleitner and others), on the repackaging of information using Internet, video, and CD-ROM technologies; (3) "The Internet: Changing Relationships and Forging New Practices" (Carol B. MacKnight); (4) "Networks and Learning Environments: Responding to Growing Demands" (Carole Cotton), about the changing roles and nature of campus computer networks; (5) "Altering Time and Space Through Network Technologies to Enhance Learning" (John F. Chizmar and David B. Williams), analyses the role of computer networks in changing the place, time, and nature of learning; (6) "Managing Networked Information" (Kenneth J. Klingenstein), an abstract of a paper on the role of networking in information retrieval; (7) "The 'Business' of Telecommunications" (Alberto Forestier), an abstract of a paper on the costs of telecommunications technology; and (8) "The Classroom of the Future" (Raymond K. Neff), which anticipates the expanding role of technology in the classrooms of the future. Some papers contain references. (MDM)

ED 392 341 HE 028 929

Realizing the Potential of Information Resources: Information, Technology, and Services. Track 7: Professional Development.
PUB DATE- 96
NOTE- 76p.; In: Realizing the Potential of Information Resources: Information, Technology, and Services. Proceedings of the CAUSE Annual Conference (New Orleans, Louisiana, November 28-December 3, 1995); see HE 028 922.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bachelors Degrees; Colleges; Computer Networks; Educational Change; *Higher Education; *Information Management; Information Scientists; Information Services; *Information Technology; *Internet; *Professional Development; *Staff Development; Staff Role; Technological Advancement; Universities
IDENTIFIERS- *CAUSE National Conference; DePaul University IL; Gettysburg College PA; University of Arizona; University of California Los Angeles; Victoria University of Technology (Australia)

Eight papers are presented from the 1995 CAUSE conference track on professional development issues faced by managers of information technology at colleges and universities. The papers include: (1) "Developing as Information Technology Professionals: Profiles and Practices" (Diane Balestri and Ruth Sabean), which discusses professional development in the Office of Instructional Development at the University of California-Los Angeles; (2) "Developing and Maintaining a World-Class IT Staff" (Elizabeth A. Murphy), which focuses on the development should be promoted to the entire MATC service area; (2) brochures/printed materials should reflect diversity of students and successful graduates; and (3) programs should address students' and industry's need for short-term programs providing skills facilitating employment. (The bibliography contains 11 references. Appended are key study findings and recommendations.) (MN)

ED 391 877 CE 070 570

Advincula-Carpenter, Marietta M.
Development of a Process to Internationalize Occupational Programs in the Consumer and Hospitality Services Division.
PUB DATE- Sep 94
NOTE- 62p.; Doctor of Education practicum report, Nova Southeastern University. Appendices contain some poor quality print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Consumer Education; *Global Approach; *Hospitality Occupations; International Education; *International Relations; Multicultural Education; Occupational Home Economics; Technical Institutes; Two Year Colleges; Vocational Education

The purpose of a practicum project was to develop a process to internationalize occupational programs in the consumer and hospitality services division (CHSD). Five procedures were used to complete the project. First, a review of literature was conducted on how other colleges had internalized their courses. It included some research and practices done in the area of international education where disciplines have been internationalized. Second, a committee of experts was formed to discuss methods of internationalizing disciplines. It developed a draft of the process that included goals, objectives, an explanation of the concept, content, and flow chart of the process. Third, a summative committee reviewed the process for validation purposes. Fourth, the final and approved process was submitted to the dean of the CHSD. Appendixes include internationalizing curriculum models from the Milwaukee Area Technical College, and the Waukesha County Technical College internationalization strategic plan. Contains 20 references. (YLB)

ED 391 878 CE 070 571

Advincula-Carpenter, Marietta M.
An Evaluation of the Human Relations Workshops and Training Programs.
PUB DATE- Sep 94
NOTE- 73p.; Ed.D. Practicum report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adult Education; Cultural Pluralism; Disabilities; *Human Relations; *Participant Satisfaction; Practicums; Program Evaluation; Program Improvement; Questionnaires; *Staff Development; *Technical Institutes; Two Year Colleges; *Workshops
IDENTIFIERS- Milwaukee Area Technical College WI

The human relations task force of Milwaukee Area Technical College (MATC) sponsors a workshop series to improve human relations/productivity at the college. A practicum study evaluated the workshops by using the postworkshop training evaluation forms completed by workshop participants from 1990

ED 391 896 CE 070 747

Technical/Engineering. Georgia Core Standards for Occupational Clusters.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 95
NOTE- 54p.; For core standards in other disciplines, see CE 070 743-748.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Basic Skills; Behavioral Objectives; Competence; *Competency Based Education; Core Curriculum; *Employment Qualifications; Engineering; Information Management; *Interpersonal Competence; Resource Allocation; Secondary Education; *Statewide Planning; Systems Approach; *Technical Occupations; Technology Transfer; Thinking Skills; Two Year Colleges
IDENTIFIERS- *Georgia

This document lists core standards and occupational knowledge and skills that have been identified and validated by industry as necessary to all Georgia students in secondary-level technical/engineering programs. First, foundation skills are grouped as follows: basic skills (reading, writing, arithmetic/mathematics, listening, speaking); thinking skills (creative thinking, decision making, problem solving, knowing how to learn, reasoning); and personal qualities (responsibility, self-esteem, sociability, self-management, integrity, honesty). The second section, which lists competencies specific to the technical/engineering cluster, is organized by the following categories/subcategories: resources (time, money, materials and facilities, human resources); interpersonal (participating as a team member, teaching others new skills, serving clients and customers, exercising leadership, negotiating, working with diversity); information (acquiring, evaluating, organizing, maintaining, interpreting, and communicating information and using computers to process information); systems (understanding systems); and technology (selecting technology, applying technology to tasks). Each section includes the following: skill statement(s); performance standard(s); list of occupational knowledge and skills; and code number under which the knowledge/skill is listed in Georgia's career cluster standards. (MN)

ED 391 897 CE 070 748

Related Core Academic Knowledge and Skills. Georgia Core Standards for Occupational Clusters.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 95
NOTE- 34p.; For core standards in other disciplines, see CE 070 743-747.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Academic Standards; *Basic Skills; Communication Skills; Competence; *Competency Based Education; *Core Curriculum; Listening Skills; Mathematics Skills; Reading Skills; Science Process Skills; Sciences;

partnership. The top five goals for the partnerships were as follows: promoting communication between school and business, influencing students to continue education, increasing knowledge of workplace expectations, expanding opportunities for career preparation, and enhancing career information for young people. The top five main activities of the partnerships, as ranked by the principals, were as follows: career exposure; use of equipment, facilities, and resources; field trips; job shadowing and mentoring; and classroom instruction. More than 90 percent of the schools judged the partnership to be successful or very successful. Key criteria for success included the following: frequency of participation, perception of success of specific activities, visible evidence of success as measured against established goals, positive relationships, and perceived benefits to the schools. Partnerships faced several challenges: the need for shared goals, time for training and planning, role expectations, communications, changes, and activities. The study concluded that school-business partnerships offer much to schools and to businesses in Alberta. (The report includes the survey forms and sample policies from three school districts' partnership programs.) (KC)

ED 391 918 CE 070 783

Lankard, Bettina A.
Restructuring and Vocational Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum Development; Educational Change; *Educational Innovation; Futures (of Society); *Integrated Curriculum; Labor Force Development; Organizational Change; Postsecondary Education; *School Restructuring; Secondary Education; *Vocational Education

Educational restructuring is influencing the change in names of vocational education specialty areas as well as the change in course offerings for the specialties. In some schools, the name "vocational education" has been replaced with new names more reflective of the school's restructuring efforts. Within a given area, new courses are being added to reflect the advent of new technologies and management practices in the workplace. Guiding school restructuring efforts is the knowledge that skills required for employment should be taught in courses in which the content is allied with real world living and working. Spearheading the restructuring of courses and course requirements for vocational education is the integration of academic and vocational programs. School organizational and vocational education restructuring efforts have resulted in the initiation of a number of innovative instructional practices besides the integration of academic and vocational education. For example, Connecticut educators have introduced several such practices: interdisciplinary curriculum, chemistry with computers, principles of technology, authentic assessment-mathematics, science-math-technical curriculum, portfolio assessment, total quality management techniques, "green wave" enterprises, and multilevel classes. (Contains 14 annotated print resources on restructuring in vocational education for adult, career, and vocational educators.) (YLB) informal network of family and friends was mentioned frequently. Forty-one percent preferred getting information by telephone, 34% preferred talking to someone in an office, and 24% preferred written information. Many respondents did not mention any of the considerable number of expensive high-quality services currently available in many communities throughout Queensland to help older people retain their independence. It was concluded that policymakers and service providers must ensure that potential users know how to access suitable providers during times of need. (Contains 19 references. Appended are the following: tables/lists detailing sources and frequency of information, respondents' living arrangements/accommodation status, and prior problems with getting information; list of survey officers; and the survey instrument.) (MN)

ED 391 936 CE 070 830

Allen, Garth, Ed.; Martin, Ian, Ed.
Education and Community: The Politics of Practice. Cassell Education Series.
PUB DATE- 92
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Citizenship Education; Community Development; *Community Education; Community Schools; Deinstitutionalization (of Disabled); *Educational Objectives; Educational Opportunities; *Educational Practices; Educational Principles; Elementary Secondary Education; Feminism; Foreign Countries; Individualism; Mental Disorders; Networks; Parent Participation; *Politics of Education; Prior Learning; Relevance (Education); *School Community Relationship; School Districts; Student Evaluation; Womens Education
IDENTIFIERS- Empowerment; *Great Britain; *Welfare State

This book, which was written for students of education and social policy and education practitioners in Great Britain, contains 13 papers concerning the interface between education, social welfare, and community within the British welfare state. The following papers are included: "Histories of Community Education: A Feminist Critique" (Susan Mansfield); "The State, Ideology and the Community School Movement" (Tony Jeffs); "Community Education: LEAs (Local Education Authorities) and the Dilemmas of Possessive Individualism" (Ian S. Martin); "Defending Community Education in Schools: An LEA Strategy" (Roger Giles); "The Politics of Parental Involvement" (Emma Beresford); "Equal Opportunities and Educational Values in the Assessment of Prior Learning" (Beth Humphries); "Education and Unwaged Adults: Relevance, Social Control and Empowerment" (Rennie Johnston); "'Straightening the Bend': From Psychiatric Hospital to Care in the Community" (Liz Foster); "Community Development and 'Customer Care': Conflict or Convergence?" (Sue Charteris); "Networking: Tactics of Survival" (Pam Flynn); "The Possibilities of Public Life: Educating in the Community" (Mark Smith); "Education for Community in the 1990s: A Christian Perspective" (David Clark); and "Active Citizenship: A Rationale for the Education of Citizens". Contains name and subject indexes. (MN)

ED 391 937 CE 070 837

Bikson, T. K.; Law, Sally Ann
Toward the Borderless Career. Corporate Hiring in the '90s. RAND

service integration. The most effective service learning coordinators are flexible facilitators of change. They work to make service learning a core value in their organization, provide meaningful training for adult participants, create a service learning communication network, support teachers, and create an environment where students are equal partners. Effective collaborations have the following characteristics: strike a balance between partners, are ongoing, prepare participants for service, provide for clear and frequent communication, are supported by a strong advisory board, and focus on sharing. Service learning displays adaptability, durability, and flexibility. It can be recommended as a model of school change and teacher training. (YLB)

ED 391 954 CE 070 864

Pennsylvania Service Learning Directory, 1995-1996.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 95
NOTE- 116p.; Prepared by the Pennsylvania Service Learning Evaluation Network.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Career Education; *Community Organizations; *Community Services; *Cooperative Programs; Coordination; Elementary Secondary Education; Program Descriptions; *School Community Relationship; *Service Learning; State Programs; *Student Participation; Student Volunteers
IDENTIFIERS- *Pennsylvania

This directory provides information about 91 service learning initiatives taking place in Pennsylvania. It serves as a comprehensive guide to the individual programs put forth by each of the grantees. Introductory material includes tables showing the following: grant distribution by school district, year awarded, and type of grant; grants by region, county, and intermediate units; and region/county and intermediate unit maps. The 91 descriptions are arranged alphabetically by school district. Each contains these components: list of schools, program title, contact person with address and telephone number, description, and awards and accomplishments. A reference section contains lists of peer consultants, service learning related programs, state advisory committee representatives, and additional program grants as well as an annotated listing of sources of technical assistance that provides names, addresses, telephone numbers, and brief description of mission and activities. (YLB)

ED 391 955 CE 070 866

Hardy, Marcelle; Grossmann, Sophie
Incoherence in the Collaboration between Government, Schools and the Workplace: Cooperative Education in Quebec.
PUB DATE- Dec 95
NOTE- 15p.; Paper presented at the Annual Meeting of the International Vocational Education and Training Association (Denver, CO, December 1-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Education; *Cooperative Programs; Coordination; Educational Change; Educational Development;

manipulating and applying discrete information will increase, whereas the types/numbers of jobs requiring workers capable only of completing directed actions will decrease. Leaders of human potential/training departments and colleges and universities must understand and anticipate the implications of these trends in the workplace and must develop strategies to prepare people to work with information and technologies that have yet to be invented. Preparing workers for the 21st century requires training them in five areas: basic skills, functional professionalism (management, marketing, teaching, human resources, research); learning levers (how to learn); people power (how to succeed with other people); and awesome thinking (how to think). (Appended are lists of projected demand occupations requiring different levels of education/training. Contains 25 references). (MN)

ED 391 974 CE 070 984

School-to-Work: Focusing Education on Job-Readiness.
PUB DATE- May 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Adult Basic Education; Educational Needs; Educational Policy; *Education Work Relationship; Enrollment; *Financial Support; *Labor Force Development; *Pilot Projects; Postsecondary Education; Program Descriptions; Program Development; Role of Education; Secondary Education; *Statewide Planning; Vocational Education
IDENTIFIERS- *Ohio

This document provides an overview of the history, status, and funding of school-to-work programs in Ohio. First, school-to-work transition programs are discussed in the larger context of work force development. Presented next are the rationale for the school-to-work approach to education and its main objectives and components. The differences between school-to-work and current vocational programs and differences between different school-to-work models (youth apprenticeship, tech prep, career academies, restructured vocational education, and occupational-academic clusters) are explained. Ohio's pilot school-to-work projects are discussed along with funding and the current of school-to-work programs in Ohio and steps legislators can take to further Ohio's school-to-work efforts (continue to fund projects; shift the focus from state-level planning to local implementation; and encourage networking among schools and businesses). Appendixes constituting approximately 50% of the document contain the following: descriptions of 22 Ohio occupational and basic education programs that target young adults aged 14-24 (including information on program goals, target audience, main components, state budget authority, current/proposed state funding, and number of clients served in fiscal 1994); a table summarizing enrollment in Ohio's six vocational program areas in fiscal 1994; and descriptions of Ohio's 11 school-to-work pilot projects. (MN)

ED 391 975 CE 070 986

Hollenbeck, Kevin
In Their Own Words: Student Perspectives on School-to-Work Opportunities. Education Reform and School-to-Work Transition Series.

Homeless Students: The Next Generation" (Ina Dorman); (7) "'Joining Forces': School/Community Collaboration" (Nick Caruso); (8) "Best Thinking on Interventions with School Kids: A Comprehensive Team Approach" (Cary Mead); (9) "Crisis Assistance Teams: Handling Trauma in the Schools" (Steven Button); and (10) "Latchkey Children: How Do We Support Them?" (Ann Weaver Nichols). (JBJ)

ED 391 994 CG 026 798

Copeland, Camille; And Others
Bereavement: A Universal Process of Growth through Readjustment.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Coping; *Counseling; *Counselors; Death; Depression (Psychology); *Developmental Stages; Emotional Problems; *Grief; Individual Development
IDENTIFIERS- *Bereavement

Difficult as it may be to accept, loss and grieving are natural components of living. Traditionally, the bereaved have relied upon the help of clergy, family, and the medical profession. The behavioral and social sciences virtually ignored loss, grief and bereavement as subjects until as recently as 15 or 20 years ago. However, counselors are increasingly called upon to meet the challenge of helping the bereaved to grow and ultimately readjust by offering encouragement, quality bereavement care, and readily available support services. Bereavement counseling requires specialized training and education designed to produce caring, informed counselors. This article reviews the phases of bereavement (numbing, urge to recover the lost object, disorganization and despair, reorganization) and specific interventions (professional individual intervention; professional group intervention; self-help intervention) based on published literature and personal observation. The experience of loss and bereavement in death creates a prototype for dealing with a variety of losses which can lead to increased awareness and personal growth. (JBJ)

ED 391 995 CG 026 802

Coffey, Osa D.; Gemignani, Maia G.
Effective Practices in Juvenile Correctional Education: A Study of the Literature and Research 1980-1992.
PUB DATE- Aug 94
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *At Risk Persons; *Correctional Education; Criminals; *Delinquency; Delinquency Causes; Delinquency Prevention; Delinquent Rehabilitation; Elementary Secondary Education; *High Risk Students; Juvenile Justice; Literature Reviews; Potential Dropouts; Recidivism; Special Needs Students; Transitional Programs; Violence; *Youth Problems

This publication, a literature review on effective practices in juvenile correctional education, is intended to challenge all who are in a position to influence the future course of the education of juvenile delinquents. It is based on the

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Methods; Factor Analysis; Grade 3; Primary Education; *Reading Achievement; Reading Comprehension; Reading Research; *Reading Tests; *Test Validity
IDENTIFIERS- *Illinois Goal Assessment Program; *Large Scale Assessment

A study evaluated the validity of the Illinois Goal Assessment Program (IGAP) grade-3 reading assessment from 2 perspectives: its relationship to 21 other measures of reading via factor analyses, and the sensitivity of the IGAP to instruction in 3 schools via multiple regression. Data were collected in a longitudinal study involving 350 students. Factor analyses indicated the tests load on 2 factors, a comprehensive factor and a factor contrasting reading rate/accuracy with narrative comprehension. Two elements of the IGAP failed to load on either factor: the literacy survey or the metacognitive measure. The three regressions models were consistent across sites. After controlling for entering ability, home influences, and grade-1 and grade-2 teachers, instructional activities in grade 3 that focus students' attention on comprehension are associated with higher IGAP scores. Instructional activities that focus students' attention on decoding are associated with lower scores. (Contains 95 references, and 8 tables and 1 figure of data.) (Author/RS)

ED 392 016 CS 012 349

Serpell, Robert; And Others
Home and School Contexts of Emergent Literacy. Instructional Resource No. 18.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Cultural Context; *Early Childhood Education; *Emergent Literacy; *Family Environment; *Kindergarten; Learning Processes; *Parent Attitudes; Reading Research; Teacher Attitudes
IDENTIFIERS- Baltimore City Public Schools MD

A study examined what children learn in their transition from home life to the world of school and how they learn it. Subjects were students enrolled in pre-kindergarten and kindergarten classes at 10 public schools in Baltimore, Maryland, their teachers, and their families. A total of 42 families, each with a 4-year-old child enrolled in pre-kindergarten, from 6 neighborhoods in Baltimore City, Maryland, have been recruited so far. The total number of families involved is expected to reach 90. Data gathering focuses on three different aspects of the contexts of school and home: the recurrent activities that feature in each context; the meanings of those activities, and the ways in which those who participate in them interact with one another. Preliminary results indicated that: (1) systematic variations are emerging in the degree to which cultural themes are emphasized in the home environment; (2) a good deal of commonality exists in parents' ideas on child development; (3) children often produced elaborate narratives of exciting events that occurred outside the context of the testing session, but produced dull, flat retellings of events staged for the testing session; (4)

children ranged in age from 8 to 12 years and in reading ability from recognizing fewer than 15 words to reading at a late second or early third grade level. The summer reading program, which operates as a workshop classroom, emphasizes children's abilities and assumes that they can do many things, including learning to read. The book discusses how to implement a workshop format for instruction, which is flexible enough to accommodate the wide variability in students' abilities. Research supporting this type of instruction is explained, information on direct instruction and writing is provided, and the record-keeping system is outlined. The book concludes with a section on Resources by Paula O. Brandt, an author index, and a subject index. Contains 61 references. (NKA)

ED 392 035 CS 012 381

Hall, Nigel; Robinson, Anne
Looking at Literacy: Using Images of Literacy To Explore the World of Reading and Writing.
PUB DATE- 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Beginning Reading; *Childrens Literature; Early Childhood Education; *Emergent Literacy; *Language Arts; Learning Activities; Reading Habits; Reading Writing Relationship; Writing Processes
IDENTIFIERS- Beginning Writing; Trade Books

Intended for teachers of 3- to 8-year-old children who want to extend their students' knowledge about the nature of reading and writing, this book discusses works of children's literature which show people (and sometimes not only people) engaging in literacy acts that are meaningful, interesting, and fun. The book examines the nature of these demonstrations of literacy and considers a large range of ideas for developing activities based on the messages in the images. Chapters in the book are (1) Images and Literacy; (2) Learning to Read and Write; (3) Even Animals Read and Write!; and (4) Being a Reader and Writer. Contains 21 references. A 127-item list of books published in the United States and a 58-item list of books unavailable in the United States but which can be found in the United Kingdom, Australia, or New Zealand are attached. (RS)

ED 392 036 CS 012 388

Thogmartin, Mark B.
Teach a Child To Read with Children's Books: Combining Story Reading, Phonics, and Writing to Promote Reading Success.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Reading; *Childrens Literature; Childrens Writing; Early Reading; Home Study; Individual Instruction;

dynamics in the text; and functional and dysfunctional interactions as defined by family systems theory (the primary approach in alcoholism treatment). The students coded their journals for each of the features, counted the number of entries in each category when the novel was completed and charted their progress. As a result of this emotional approach to literature, the instructor was awarded a second teaching fellowship and was asked by the campus counseling center to make presentations on literature as therapy in its outreach programs. Meanwhile, his courses in literature continued to evolve--in a course description from 1990, emotional literacy is set in the context of brain hemisphericity research, and family systems theory is delineated more explicitly. (TB)

ED 392 054 CS 215 217

Luehring, Janet
"Mens Sana in Corpore Sano": Human Values in Thomas Wilson's "The Arte of Rhetorique."
PUB DATE- 95
NOTE- 14p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (14th, University Park, PA, July 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civics; Ethics; *Humanism; *Intellectual History; Moral Values; Philosophy; *Renaissance Literature; *Rhetoric; *Rhetorical Theory
IDENTIFIERS- *Aristotle; *Arte of Rhetorique (The); Cicero; Classical Rhetoric; Quintilian

In 1553 the work that is touted as the first complete book written in English on rhetoric was published, Thomas Wilson's "Arte of Rhetorique." It became so popular it enjoyed eight printings within its century. Wilson was not a person to translate and read just for knowledge; he believed that knowledge should be imparted to the general public. "The Arte of Rhetorique" is the embodiment of Cicero and Quintilian with the help of Aristotle. The Aristotelian influence, however, is not that of his "Rhetoric" but rather the "Nicomachean Ethics." One matter that must be understood from the outset is that humanist ideology did not do away with Aristotle in general but with Aristotle as he was understood and employed in medieval times. Aristotle remained a considerable influence in the Renaissance. Research has shown that Wilson had knowledge of Aristotle's "Rhetoric" and "Organon," but were the "Ethics" in circulation during his lifetime? The "Ethics" would have been useful for Wilson not only in exposition but also from the conception of "arete" or virtue--primarily moral and intellectual virtue. Wilson was writing a book of rhetoric that places value on moral and intellectual excellence for the benefit of his fellow Englishman, noble and lay person alike. Examples from Cicero, Quintilian, and Aristotle clearly show the influence on this humanist thinker. Wilson lived up to the ideal of practicing human values for the good of society and government. (Contains nine references.) (TB)

ED 392 055 CS 215 220

Simic, Marge, Comp.; Essex, Christopher, Comp.
Computers and Writing. Hot Topic Guide 33. Revised Edition.
PUB DATE- Mar 96

classroom participation. (Contains 47 references.) (RS)

ED 392 074 CS 509 162

LeBlanc, H. Paul, III
Syncretism of Qualitative and Quantitative Research Paradigms: The Case for Methodological Triangulation.
PUB DATE- 17 Nov 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; Family Characteristics; Family Environment; Higher Education; Qualitative Research; Speech Communication; Statistical Analysis; *Triangulation
IDENTIFIERS- *Family Communication; Theoretical Orientation

The nature of human interaction, particularly within the context of family, is necessarily complex due to the multitude of characteristics which influence the individual's intention toward the other, as well as the characteristics and effects of interaction as a function of the co-construction of meaning between interactants. This paper delineates two arguments, philosophical and pragmatic, which demonstrate the usefulness of methodological triangulation in studying human (family) interaction. The philosophical argument specified the modes of logic, inquiry, and explanation used in research and offers a syncretization of these modes. The pragmatic argument specifies the relationship between theory, method, and the object of inquiry and demonstrates how methodological triangulation subsumes alternative perspectives on communication phenomena. (Contains 14 references.) (Author/RS)

ED 392 075 CS 509 164

Glaser, Hollis
A Multi-Cultural Final Examination for the Public Speaking Course.
PUB DATE- Nov 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Grading; *Group Discussion; Higher Education; Honors Curriculum; *Listening Skills; *Multicultural Education; *Public Speaking; *Student Evaluation
IDENTIFIERS- *Final Examinations; Student Centered Assessment

Students in an honors section of a basic public speaking course asked for a final examination which was not multiple choice. Taught from a multicultural perspective, the course emphasized dialogue, excitement, and democratic principles, as well as issues regarding group differences and how power relations function to structure racial and ethnic identities. It was decided that the "final examination" would be in the form of a group discussion on a specific topic. All students would agree on a topic that they wanted to discuss for 2 hours. They would then research the topic and prepare some remarks that reflected their opinions. They would have about 2 weeks between the time

Perception of the Population-Environment Connection" (Mike Maher); "Predictors of Channel Exposure and of Topic-Specific Attention to Messages about Risk" (Nandita Dhume and others); "Who's Listening? And to Whom? Worldviews of Biotechnology Executives and Scientists toward Public Relations and Communication" (b j Altschul); "The Life Course of an Environmental Issue: Claims, Frames, and Global Warming" (Craig Trumbo); and "Risk Perception in Community Context: Evaluating the Psychometric Paradigm and Its Relationship to Risk Amplification and Reported Communication Channel Usefulness" (Craig W. Trumbo). (RS)

ED 392 093 CS 509 187

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Minorities and Communication Division.
PUB DATE- Aug 95
NOTE- 260p.; For other sections of these proceedings, see CS 509 173-186 and CS 509 196.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advertising; Affirmative Action; *Blacks; Content Analysis; Foreign Countries; Higher Education; Journalism Education; Journalism History; Media Research; *Minority Groups; *Newspapers; Periodicals; Racial Integration; Television Commercials
IDENTIFIERS- *African Americans; Brazil; International News; Media Coverage; Media Government Relationship

The Minorities and Communication section of the proceedings contains the following 10 papers: "A Content Analysis of Advertising Techniques in Mass Market and African-American Magazine Advertisements" (Jan S. Slater and others); "Political and Racial Adversaries: Southern Black Elected Officials and the Press" (Daniel Riffe and others); "The Portrayal of Blacks in Television Advertising: A Comparison of Brazilian and U.S. Television" (Venilton Reinert and Thimios Zaharopoulos); "Minorities in the Newsroom: The American Society of Newspaper Editors and Integration--From 'Separate but Equal' to 'Justice as Fairness'" (Orayb Najjar); "African Americans on Television: 25 Years after Kerner" (Paula W. Matabane and Bishetta Merritt); "Only in Glimpses: Portrayal of America's Largest Minority Groups by the New York 'Times', 1934-1994" (Carolyn Martindale); "Comparing Portrayal of Women in Black and White Magazines" (Lillie M. Fears); "Fourth Census of Minorities in College Media" (Frances L. Collins and others); "Bringing Multiculturalism to Journalism and Communication Programs: A Study of the Uses and Functions of Multicultural Committees" (Toni Coleman and Lawrence Soley); and "News from the Homeland for Immigrants and Minorities in America: An Examination of International News Coverage by ABC, CBS and NBC--1990-1993" (Nilanjana Roy Bardhan). (RS)

ED 392 094 CS 509 188

Strong, William S.
The Copyright Book: A Practical Guide. Fourth Edition.
PUB DATE- 94
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General

Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Education Work Relationship; Higher Education; *Individual Development; Instructional Effectiveness; Introductory Courses; *Listening Skills; Persuasive Discourse; *Public Speaking; *Relevance (Education); Student Attitudes; Undergraduate Students
IDENTIFIERS- *Communication Context; ERIC Digests

This Digest discusses how to integrate basic public speaking concepts into college students' personal and professional lives. The Digest first considers the relevance of the basic course and then suggests the application speech as one instructional activity which illustrates how the oral communication concepts presented in the basic course are inherent in all communication situations. The Digest outlines the activity and discusses its positive instructional impact. The Digest also offers an alternate activity, specifically a small group exercise, and suggests a group final exam for public speaking which focuses on practical applications. (NKA)

ED 392 112 EA 027 314

Reaves, William E.; And Others
The New Century Educational Leadership Program.
PUB DATE- Apr 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Administrator Evaluation; *Educational Administration; Elementary Secondary Education; Field Experience Programs; Higher Education; Internship Programs; Leadership; *Leadership Training; *Management Development; *Principals; Professional Development; Program Evaluation
IDENTIFIERS- *Texas

This paper presents a proposal for an alternative principal-certification program, which is to be operated by Tarleton State University (Texas) in collaboration with 10 independent Texas school districts, 4 regional educational service centers, 2 professional associations, and 1 foundation. The New Century Educational Leadership Program (NCELP) is designed to prepare principals to lead learner-centered schools that will meet the diverse needs of Texas students. The program will initially address principal training needs for midsized urban and suburban districts. NCELP will target leadership candidates from minority and underrepresented populations. The program will include assessment laboratories, full-day instructional blocks, instructional seminars, principal internship and residency, a field-based school-involvement project, electronic communication, and a mentorship team. Five figures are included. Appendices contain a comparison of NCELP to traditional programs, a list of the curriculum-design team members, principal-evaluation forms, the timeline, and letters of support. (LMI)

ED 392 113 EA 027 327

Behling, Herman E., Jr.
Recent Legal Decisions in Education: A Casebook of Appellate Court Decisions--1985-1995.
PUB DATE- Jan 96

Private School Vouchers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Economics; *Educational Vouchers; Elementary Secondary Education; *Private Education; Public Education; *School Choice; School Effectiveness; State Action; *State Legislation; Tax Credits

Private-school choice or voucher programs allow parents to put tax dollars toward a private education--for example, in the form of a subsidy to the chosen school. The dollar value of a voucher is usually equal to, but may be less than, the state average per-pupil expenditure, and may cover the partial or full cost of a private-school tuition. This summary reviews the types of voucher programs that have been proposed, the status of existing programs, arguments for and against private-school vouchers, and research findings. Research on the nation's only traditional voucher system in operation, the Milwaukee Parental Choice Program, yielded inconclusive findings. A 1993 survey of California private schools indicated that the impact of vouchers would depend largely on the supply of private schools and their ability to make space for new students. (Contains 15 endnotes.) (LMI)

ED 392 134 EA 027 360

Yamashiro, Kyo; Carlos, Lisa
More on Charter Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Accountability; *Charter Schools; Educational Assessment; Educational Finance; Educational Innovation; Eligibility; Equal Education; Free Enterprise System; *Nontraditional Education; *Private Schools; Public Education; *State Legislation

By the end of 1995, 19 states had passed charter-school legislation and at least 16 others had considered similar legislation. This document summarizes the issues surrounding charter schools and the implications of recent research about the charter-school movement's failure. The document defines charter schools and their organization, describes reasons for their popularity, and highlights the status of charter schools in the western United States. Research findings in the following areas are summarized: evaluation and accountability, funding, innovation, approval and appeal processes, and at-risk students and equity. At issue is not just the success of a handful of schools, but an entire school of thought about which particular forces sustain systemwide transformation in public education. A list of charter-school contacts in 17 states is included. (Contains 23 endnotes.) (LMI)

ED 392 135 EA 027 362

The Collaboration Model: The Effective Model for the Increasing Interdependence of Organizations.
PUB DATE- Oct 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; *Cooperation; Elementary Secondary Education; Models; *Organizational Climate; Organizational Development; *Organizational Effectiveness; Organizations (Groups); Partnerships in Education; Power Structure; *Shared Resources and Services

Scarce resources have facilitated increasing interdependence among organizations. This paper describes the group dynamics of the cooperation and collaboration models and examines which one is most suitable for maintaining effective group involvement. The cooperation model is comprised of two organizations that reach a mutual agreement; however, their work does not progress beyond this point. The collaboration model reduces conflict, diffuses power, promotes effective participation, and facilitates an abundance of rewards for each individual in the organization by eliminating the competitive, hierarchical arrangement found in the cooperation model. Despite the extra effort required, the collaboration model is argued to be most suited to the Western ideology of competitiveness. (LMI)

ED 392 155 EA 027 384

Salaries and Benefits in the Youth Development Field, 1995.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- Sep 95
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Caseworkers; *Compensation (Remuneration); Elementary Secondary Education; Employment Statistics; Fringe Benefits; Human Resources; Middle Management; *Occupational Information; Personnel Data; *Professional Personnel; *Salaries; *Social Agencies; Wages

The National Collaboration for Youth is a coalition of 17 of the largest national youth-serving organizations in the United States. Comparative data on community-based, youth-development organizations has been lacking. This report presents findings of a study that measured the compensation, benefits, minimum educational requirements, number of position vacancies, and average tenure of youth-development professionals in community-based agencies affiliated with the National Collaboration for Youth. In January 1995, a total of 2,057 surveys were sent to member agencies of the Boys and Girls Clubs of America, Camp Fire Boys and Girls, Girl Scouts of the USA, Girls Incorporated, National Network for Youth, and YWCA of the USA. A total of 899 surveys were completed, a 44 percent response rate. The document includes data and job descriptions for the following job categories: executive/managerial positions, middle management, functional administrative specialists, supervisors, direct-service providers, direct-service support staff, and seasonal staff. Section 1 presents data on compensation, vacancies, tenure, and minimum education requirements. Section 2 provides information on leave-time practices. Sections 3 through 5 offer data regarding insurance practices, other benefits, and salary increments. Numerous tables are included. Appendices contain a list of positions not deficit hyperactivity disorder (ADHD). The video can also be used alone to provide a general overview of issues related to children with attention deficit disorder. The manual's four modules present basic information, suggest further readings, and provide questions for discussion. Module 1, "Characteristics and Identification" (Ron Reeve, James Wright), covers the history of ADHD, diagnostic criteria, subtypes of ADHD, severity of the disorder, differential diagnosis, principles of good assessment, and multicultural considerations. Module 2, "Model School Programs" (Mary Spessard), covers: school reform; a description of a successful program in Coloma, Michigan; and general characteristics of successful programs. Module 3, "Effective Classroom Interventions" (Ron Walker, Ann Welch), addresses behavioral and academic interventions for use in the classroom. An article reprint, "Everyone Participates in This Class: Using Response Cards To Increase Active Student Response" by William L. Heward and others, is included in Module 3. Module 4, "Policy and Administrative Issues" (Ron Reeve, Judy Schrag, Ron Walker), focuses on recent advocacy and interest in children with ADHD and legal provisions of services for students with ADHD. A table comparing requirements of three major federal laws is attached. (Individual modules contain extensive references.) (DB)

ED 392 176   EC 304 606

Reganick, Karol
Social and Academic Issues of Inclusive Education.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Disabilities; Educational Change; Educational Needs; *Educational Trends; Elementary Secondary Education; Equal Education; *Inclusive Schools; Mainstreaming; Program Effectiveness; Social Development; *Social Integration; Student Needs; Student Placement; Teaching Models

This review of the literature examines the balancing of social and academic needs of students with disabilities and typical students in the context of the trend toward integrating all students into general classrooms regardless of their learning, physical, or emotional characteristics. Issues in the debate over inclusive education are identified, including dissatisfaction with the ideology of equal but separate education, the isolation of students with disabilities in special education programs, special education's failure to show overall positive outcomes for students, possible reductions in special education funding, and effects of reducing special services to students with special needs. A social perspective on the debate notes difficulties in teaching important social skills in segregated settings, negative social effects of biased peer attitudes, and special problems of integrating students with severe behavioral and emotional disabilities. An educational perspective suggests that the education of typical children may suffer in an inclusive classroom but also that the use of technology and other innovative techniques can individualize instruction. Educational reformers are urged to recognize the value of the inclusive paradigm while acknowledging that the general classroom may not be the best educational setting for every child. (Contains 13 references.) (DB)

Effects of Color Light and Relaxation Exercise Therapy on Adults with Learning Disabilities.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; College Students; *Color; Higher Education; Intervention; *Learning Disabilities; *Light; Memory; Outcomes of Treatment; *Reading Ability; Reading Comprehension; Reading Rate; *Relaxation Training; *Therapy; Vocabulary
IDENTIFIERS- *Color Light Therapy

In a study at California State University, Sacramento, the effects of color light and relaxation exercise therapy were investigated with 16 students (ages 23 to 48) with learning disabilities. Therapy consisted of either 20 sessions viewing color light through a Lumatron instrument or 20 sessions listening to relaxation exercise tapes. Diagnostic assessments included the Developmental Eye Movements test, a visual acuity test, a Peripheral Optotype Identification test, the Nelson-Denny Reading Test, and Wechsler Memory Scale subtests. T-test analyses revealed that only the color light group attained significant post-therapy test results. Statistical gains on posttests of the Nelson-Denny (Comprehension, Comprehension Reading Rate, and Vocabulary Reading Rate) and Weschler Memory Scale (Logical Memory) scores were documented. The study concluded that color light appears to hold promising therapy benefits for individuals with learning disabilities. (Contains 12 references.) (Author)

ED 392 195 EC 304 626

Markowitz, Joy
Disproportionate Representation: A Critique of State and Local Strategies. Policy Forum Report (Washington, D.C., September 14-15, 1995). Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 7 Feb 96
NOTE- 27p.; Prepared by Project FORUM. For related documents, see ED 374 637, ED 378 716, and ED 379 812.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Disabilities; *Disability Identification; Educational Policy; Educational Strategies; Elementary Secondary Education; Ethnic Groups; *Minority Groups; Multicultural Education; Parent Participation; Professional Development; *Regular and Special Education Relationship; School Community Relationship; Special Education; *Student Placement; Teacher Recruitment
IDENTIFIERS- *Disproportionate Representation (Spec Educ)

This document reports on the purpose, implementation, and outcomes of a policy forum on strategies used to address the disproportionate number of students from minority ethnic/racial groups receiving special education. Participants included representatives of state education agencies, local education agencies, the university/research community, general education, the Office for Civil Rights, and advocacy groups. The policy forum's purpose was to critique preliminary findings of a case-study investigation in three states and to identify specific strategies for addressing the disproportionate representation problem. Strategies were identified for the following six designing and implementing middle school, high school, and post-high school programs, addressing the full range of curricular and instructional issues at each of these levels. The book's five sections address: foundations of transition programs, curriculum and individualized planning, instruction and personal supports, preparation for home and community life, and preparation for work. The 13 chapters discuss the following topics: (1) expected outcomes and emerging values; (2) the role of secondary education in transition; (3) curriculum; (4) developing Individualized Education Program Plans; (5) participation in content-area classes; (6) teaching in natural settings; (7) developing leisure and recreational options; (8) preparation for life at home and in the community; (9) self-management; (10) employment training; (11) job placement; (12) administrative issues; and (13) interagency collaboration. Chapters are organized around focus questions, have illustrative case examples, and provide extensive references. Appendixes outline a curriculum for a school and community integration program and present checklists for evaluating the program. (DB)

ED 392 215   EC 304 646

Safford, Philip L.; Safford, Elizabeth J.
A History of Childhood and Disability.
PUB DATE- 96
NOTE- 342p.; Foreword by Seymour Sarason.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Disorders; Blindness; Child Neglect; Communication Disorders; Deafness; Delinquency; *Disabilities; *Educational History; *Educational Philosophy; Elementary Secondary Education; Emotional Disturbances; Inclusive Schools; Interdisciplinary Approach; Mental Retardation; Physical Disabilities; *Social Attitudes; Social Bias; Social Change; *Social History; Social Integration; *Special Education; Special Health Problems

This book presents an interdisciplinary chronological perspective on the history of children considered exceptional and how services to them have evolved over time. It begins by placing the origins of special education in historical context from Aristotle through the Enlightenment and beyond. Subsequent chapters consider individual conditions traditionally associated with specialized approaches (i.e., blindness, deafness, and mental retardation) and the evolution of their treatment. The book discusses physical and emotional/behavioral conditions that have given rise to further differentiation of childhood exceptionality. Individual chapters address the following subjects: (1) the legacy of neglect characteristic of the history of childhood and disability; (2) the origins of special education in the enlightenment; (3) the rise of social reform movements and their influence on childhood and education; (4) deafness and communication in various cultures; (5) the trend from providing charity to fostering independence in individuals with blindness; (6) mental retardation, educability, and worth; (7) body, mind, and spirit: children's physical and health impairments; (8) feared victims: dependent, neglected, disturbed, and delinquent youth; (9) children with communication and processing disorders, and (10) a synthesis of themes and a "new history" now emerging which stresses inclusion. (Contains over 500 references.) (DB) mental retardation from the perspective of the family. Ninety-five mothers of children with mental retardation were surveyed using an 80-item questionnaire and 3 open-ended questions which provided mothers an opportunity to articulate their own experiences in their own words. Data were analyzed to determine children's and mothers' needs and experiences, including educational needs and experiences, and to compare experiences with those of three case study families from stage one of the study. Recommendations are offered in terms of attitude change, policy change, and suggestions for service providers. Recommendations support current levels of understanding in the field of "best practices" for service delivery to families of children with disabilities. A bibliography of approximately 65 items is provided. Appendices offer a copy of the survey form, statistical data from the survey, and responses to the open-ended questions. (Contains 11 references, 22 tables, and 6 figures.) (JDD)

ED 392 235 FL 023 547

Blue, George, Ed.
Perspectives on Reading. CLE Working Papers 2.
PUB DATE- 92
NOTE- 152p.; For individual papers, see FL 023 548-557.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Art Activities; Classroom Communication; *Cognitive Processes; Elementary Education; Elementary Secondary Education; English; Foreign Countries; French; Independent Study; Learning Strategies; *Literacy; Modern Language Curriculum; *Reading Comprehension; Second Language Instruction; Second Language Learning; Student Needs

This set of working papers concentrates on reading issues. This collection contains the following papers: "Literacy: The Needs of Teachers and Learners" (Christopher Brumfit); "Eight Lessons from Research into Literacy" (Henrietta Dombey); "'The Disqualified Half': Gender Representation in a Children's Reading Scheme" (Simon Williams); "Reading to Learn: Study Reading for All?" (Virginia Kelly); "Reading in a Foreign Language: A Self-Access Approach" (George Blue); "Reading and Communication in the Modern Languages Classroom" (Michael Grenfell); "Reading in French-GCSE to A Level" (Pat Rees); "POPS, PROPS, and FOPS: A New Way of Thinking About Readers' Response to Narrative" (Frank Myszor); "Reading Media Texts: Media, Imagination, and National Curriculum English" (Andrew Hart); and "Looking at Paintings: Representation and Response" (Michael Benton). (NAV)

ED 392 236 FL 023 548

Brumfit, Christopher
Literacy: The Needs of Teachers and Learners.
PUB DATE- 92
NOTE- 13p.; In: Perspectives on Reading. CLE Working Papers 2. For complete volume, see FL 023 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Behavior Standards; Elementary Education; Foreign Countries; Interpersonal Competence; *Literacy; Social Behavior; Social Influences; Student Needs; *Unwritten Languages

references. (MSE)

ED 392 257 FL 023 590

Wilkins, David A.
Research into Second Language Acquisition: An Alternative Agenda.
PUB DATE- Mar 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (17th, Long Beach, CA, March 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Educational Research; Foreign Countries; Information Processing; *Language Processing; Language Research; *Research Needs; *Second Language Learning

It is argued that an area of linguistic research ripe for exploration is how the speaker actually makes use of linguistic knowledge in the production or reception of utterances. It is proposed that speech production is a lexically driven rather than semantically driven process and that the speaker's procedural competence is lexico-syntactic in character. A fundamental question for second language acquisition is how this competence is acquired. Opportunity and need for a range of research exists because in numerous and diverse parts of the language system, lexico-semantic and syntactic aspects interact significantly. Examples are drawn here from English. Research in this area in both first- and second-language acquisition is recommended. A brief bibliography is included. (MSE)

ED 392 258 FL 023 592

Hussein, Anwar A.
Preparation for Administration of English as a Second Language Programs.
PUB DATE- 95
NOTE- 29p.; Paper presented at the Annual Meeting of the Teachers of English as a Second Language Association (Long Beach, CA, March 28-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; Applied Linguistics; Elementary Secondary Education; *English (Second Language); Higher Education; *Language Teachers; Second Language Instruction; Surveys; *Teacher Education Programs

This paper investigates administrative training in the teaching of English-as-a-Second-Language (TESL) teacher training programs to see if current teacher training adequately meets future TESL teacher administrative training needs. A survey was mailed to all current directors of graduate TESL and applied linguistics programs in the United States. Both qualitative and quantitative data was collected from 100 participants. Findings revealed that 78% of programs did not offer any kind of administrative training; many teachers learned only by doing. For directors, 62% reported that they were poorly prepared or not at all prepared, and 79% of these directors indicated that administrative coursework should be included in training programs, such as curriculum design; requesting, developing,

Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; College Students; Communicative Competence (Languages); *Discussion (Teaching Technique); *Discussion Groups; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; Interviews; *Learning Strategies; Listening Comprehension; *Metacognition; Reading Comprehension; Second Language Instruction; Second Language Learning; Speech Skills; *Student Attitudes; Vocabulary Development; Writing (Composition)
IDENTIFIERS- Taiwan

A study investigated how students of English as a second language (ESL) improved their use of learning strategies through awareness-raising in group interviews and informal training. Subjects were 68 Taiwanese university students in two freshman English classes. Subjects responded to an English learning strategy questionnaire in the beginning and at the end of the semester. During the semester, students were interviewed in small groups, in which they examined and discussed details of their strategy use when learning vocabulary, listening, reading, writing, and speaking inside and outside the classroom. Statistical analysis of pre- and post-test results found significant increases in learning strategy use. It is suggested that the group interview provided learners with an important opportunity to focus not only on language but also on the learning process, and offered teachers an opportunity to convince their students of the value of learning strategies and to encourage their active use and improvement. Resulting recommendations for learning strategy instruction include: discovering students' beliefs and strategies; explaining and modeling the strategies explicitly; providing authentic context for strategy use; making strategy training interactive; dealing with students' motivation; and implementing strategies-and-beliefs components within the language curriculum. Contains 49 references. (Author/MSE)

ED 392 279 FL 023 627

Suleiman, Mahmoud F.
A Study of Arab Students' Motivations and Attitudes for Learning English as a Foreign Language.
PUB DATE- May 93
NOTE- 172p.; Ph.D. Dissertation, Arizona State University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Arabs; College Students; *English (Second Language); *Foreign Students; Higher Education; Interviews; *Learning Motivation; *Student Attitudes; *Student Motivation; Surveys
IDENTIFIERS- Arizona State University

A study used qualitative and quantitative techniques to investigate Arab university students' motivation for studying English as a second language (ESL), attitudes toward studying English and the English language, attitudes toward Americans and the United States, and future expectations for study of English. Subjects were 15 male and 7 female students from diverse Arabic-speaking backgrounds, all with at least five years of ESL study, studying at Arizona State University. Results revealed a number of categories of motivation for studying English, both before and after arrival in the United States, and also showed gender-related differences in motivation. Attitudes toward study of English fell into nine

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Students; *Cooking Instruction; Food; Foreign Countries; *Functional Literacy; *Home Economics; Instructional Materials; *Nutrition Instruction; Spanish Speaking; Textbook Content
IDENTIFIERS- *Mexico

This manual is part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. Its objective is to strengthen reading and writing skills while teaching basic nutrition and food preparation techniques. The manual provides recipes and describes how to prepare nutritional foods. Subjects discussed include the definition of nutrition and good foods to eat, such as chick peas and lentils, cereals, corn, rice, pastas, meat, fish, chicken, eggs, green vegetables, and fruits. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 301 FL 801 061

Curso Basico de Carpinteria. Guia para el Instructor (Basic Carpentry Course. Guide for the Instructor).
PUB DATE- 90
NOTE- 40p.; For related documents, see FL 801 047-068.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Students; *Carpentry; Course Content; Foreign Countries; *Functional Literacy; Guidelines; Independent Study; Instructional Materials; Spanish Speaking; Teacher Attitudes; *Teacher Role; Teaching Methods; Textbook Content; *Vocational Education
IDENTIFIERS- *Mexico

This manual is part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. The manual is an instructor's guide to teaching carpentry to adult students with little or no formal education. The goal of the course is to improve the daily lives of its students. The course is structured to appeal to the student as a self-directing adult who has acquired a great deal of knowledge from his own life experiences and is deserving of the respect of the teacher. Individual topics covered in this guide include course and student background, course content, resources and materials, student evaluation, the tools of carpentry, and the construction of furniture. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 302 FL 801 062

TomSing, Luisa B.
Manual de Carpinteria (Carpentry Manual).
PUB DATE- 90
NOTE- 80p.; For related documents, see FL 801 047-068.
LANGUAGE- Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Students; *Carpentry; Foreign Countries; *Independent Study; Instructional Materials; Spanish Speaking; *Vocational Education
IDENTIFIERS- Mexico

Chambliss, Catherine
Revamping Faculty Evaluation Methods: Rewarding Student-Centered Teaching.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Faculty; *Departments; *Faculty Evaluation; Faculty Promotion; Faculty Workload; Higher Education; *Self Evaluation (Groups); *Self Evaluation (Individuals); *Student Centered Curriculum; Tenure
IDENTIFIERS- *Ursinus College PA

This paper examines efforts by the Department of Psychology at Ursinus College (Pennsylvania) to realign its faculty evaluation, promotion, and tenure guidelines with the increasing emphasis placed on student-centered instruction at the college. It focuses on the need to link faculty rewards with student achievement and to give faculty more input on college evaluation, promotion, and tenure guidelines. The Department of Psychology used a multi-step process that focused on: (1) faculty self-evaluation and discussion; (2) departmental discussion about faculty roles, workload, and rewards; (3) a college-wide departmental chairs' meeting to discuss faculty roles and time allocation; (4) departmental discussion about the relationship between faculty rewards and student achievement; (5) departmental discussion about the current incentive system and suggestions for change; (6) faculty self-evaluation of teaching and research activities; and (7) the development and implementation of new faculty evaluation, promotion, and tenure guidelines. The effectiveness of these changes at Ursinus College is then reviewed. (MDM)

ED 392 324 HE 028 912

Steen, Sara J., Ed.
Academic Year Abroad 1996-97: The Most Complete Guide to Planning Academic Year Study Abroad. Twenty-fifth Edition.
PUB DATE- 96
NOTE- 692p.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Colleges; College Students; Eligibility; Exchange Programs; Foreign Countries; Higher Education; *International Educational Exchange; *International Programs; Program Content; Program Descriptions; Student Costs; *Student Exchange Programs; *Study Abroad; Universities
IDENTIFIERS- Institute of International Education NY; Program Characteristics

This guide provides descriptions of 2,371 study-abroad programs that take place during the academic year (usually September through June), and that are at least one academic quarter in length (usually 8 to 10 weeks). An introductory section provides information on the Institute of International Education (IIE), IIE publications, the use of the guide, planning study abroad, and how to read study-abroad literature. The bulk of the guide consists of individual program descriptions, arranged geographically by region and country. Each listing provides information on program sponsor and name, of a skills matrix to assess job performance and professional development; (3) "After IT Restructuring: What's Next?" (Susy S. Chan), which examines information technology restructuring at DePaul University; (4) "Transitioning the Organization: A View from the Inside" (Dean F. Duncan and Mary McMahon), on the merging of computing services and the library at Gettysburg College (Pennsylvania) into an Information Resources division; (5) "Something New! A Bachelor's Degree in Information Studies" (Gene T. Sherron) which describes program development at Florida State University; (6) "Taking Time to Train Students" (Jerry Martin), which presents techniques for the training of student support staff; (7) "Team Teaching the Internet: The University of Arizona Experience" (Ann Eagan and Louise Greenfield); and (8) "Supporting Information Technology--The Evolution of A Model" (Norbert Reidl and Andrew Zafiropoulos), which reports on the development of a help desk to serve students and staff at Victoria University of Technology (Australia). Some papers contain references. (MDM)

ED 392 342 HE 028 930

Realizing the Potential of Information Resources: Information, Technology, and Services. Track 8: Academic Computing and Libraries.
PUB DATE- 96
NOTE- 74p.; In: Realizing the Potential of Information Resources: Information, Technology, and Services. Proceedings of the CAUSE Annual Conference (New Orleans, Louisiana, November 28-December 3, 1995); see HE 028 922.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; *College Libraries; Colleges; Computer Networks; Educational Change; *Higher Education; Information Management; *Information Services; *Information Technology; *Internet; Library Role; Mergers; Staff Role; Technological Advancement; Universities
IDENTIFIERS- *CAUSE National Conference; Electronic Reserves (Libraries); Kent State University OH; Northwestern University IL; Southern Illinois University Carbondale; University of Alaska Fairbanks; University of Delaware; World Wide Web

Eight papers are presented from the 1995 CAUSE conference track on academic computing and library issues faced by managers of information technology at colleges and universities. The papers include: (1) "Where's the Beef?: Implementation of Discipline-Specific Training on Internet Resources" (Priscilla Hancock and others); (2) "'What I Really Want from the World Wide Web Is....' How Do We Establish Access to Ever Expanding Resources? (Rob Aken and Mary Molinaro), on librarians' role in creating and managing Internet resources; (3) "Library as Perpetual Partner: Providing Information Access and Technology Support" (Benjamin A. Shepherd and others), focusing on developments at Southern Illinois University at Carbondale; (4) "Distributed Academic Technologies: Changing the Face of Teaching, Learning and Research" (Rosemary Ruhig Du Mont and others), on the development of an interactive high performance learning environment at Kent State University; (5) "Computing Center/Library Cooperation in the Development of a Major University Service: Northwestern's Electronic Reserve System" (Brian Nielsen and others); (6) "IT Service for Academic Units: Three Perspectives" (James I. Penrod and others), compares the information technology services provided to departments at to 1994. Data from a literature review were also incorporated into the evaluation. Of the 202 past workshop participants surveyed, 145 (72%) believed that the workshops trained them to discuss and resolve differences with college objectives and 182 (90%) credited the workshops with helping them treat people with more understanding. Although most participants believed that the workshops increased their understanding of coworkers who are ethnically and culturally different from them, only 32%-46% stated that the workshops improved their understanding of coworkers with disabilities, and 22 (11%) stated that they still did not understand their disabled coworkers after having attended the workshops. It was recommended that the workshops be continued but that their curriculum be modified to include modules on dealing with disabled individuals and that future workshops be offered to part-time faculty and staff. (The bibliography contains 34 references. Appended are lists of task force members and recommendations and postworkshop training evaluation forms and responses to it.) (MN)

ED 391 879 CE 070 572

Advincula-Carpenter, Marietta M.
Modification of Three Clothing Diploma Programs in the Consumer and Hospitality Services Division.
PUB DATE- Aug 94
NOTE- 155p.; Doctor of Education practicum report, Nova Southeastern University. Appendices contain some poor quality type.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Clothing; Course Content; *Curriculum Development; Home Economics Skills; *Needle Trades; *Occupational Home Economics; *Sewing Machine Operators; Two Year Colleges

A curriculum project modified the three occupational programs in clothing according to the results of the DACUM (Develop a Curriculum) process done in Summer 1992 and the needle trade industry surveys done in Fall 1992 and Summer 1993. Six procedures were used to develop the modified two-year alteration and textile services diploma program. First, a literature review obtained a summary of the concepts of curriculum evaluation and instructional design, opinions of experts on the use of DACUM in identifying current and future competencies of an occupation, and models and sample formats on modifying curriculum in an occupational area to meet industry needs. Second, the DACUM chart prepared by a vocational curriculum specialist was analyzed. Third, the results of surveys of local employers in the needle trades were analyzed. Fourth, a formative committee drafted recommendations for the modification of the vocational programs in the clothing area. Fifth, a summative committee reviewed the recommendations and formulated the curriculum of the proposed two-year diploma program in alteration and textile services that would replace the three existing clothing programs that they recommended be deleted. Sixth, the proposed program was submitted to the advisory committee which unanimously approved it. (Appendixes include original and modified catalog descriptions, survey results, advisory committee meeting minues, and DACUM panels preliminary report. Contains 18 references.) (YLB)

ED 391 880 CE 070 657

Vocational-Technical Education in Georgia's Correctional Facilities. Adults in Transition.

Secondary Education; Social Sciences; *Statewide Planning; Thinking Skills; *Vocational Education; Writing Skills
IDENTIFIERS- *Georgia

This document lists the industry-identified core academic knowledge and skills that should be possessed by all Georgia students who are enrolled in occupational cluster programs and are preparing to enter the work force or continue their occupational specialization at the postsecondary level. First, 63 related communications competencies are listed under the following categories: speaking/listening, language, writing, reading, literature, and critical thinking. Listed next are 40 related mathematics competencies in the areas of numbers and computation, data analysis, measurement and geometry, and algebra. A total of 157 related science competencies are presented under the following headings: process/research skills; physical science; basic chemistry; biology; microbiology; human anatomy and physiology; botany; earth science; astronomy; ecology; physics; geology; and science, technology, and society. Concluding the document are 68 related social science competencies under the following headings: world history, world geography, U.S. history, citizenship and government, and social studies skills. (MN)

ED 391 898 CE 070 750

Hashimoto, Masanori; Miller, Ross A.
Labor Market Performance of Non-College-Bound Youths. Working Paper Series.
PUB DATE- Feb 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropouts; Education Work Relationship; *Employment Patterns; Graduate Surveys; High School Graduates; Labor Market; *Noncollege Bound Students; Postsecondary Education; Secondary Education; *Unemployment; *Vocational Education; Vocational Followup; Wages

A study investigated the labor market transition of youths over the first 8-14 postschooling years using the 1992 National Longitudinal Survey of Youth. Its primary objective was to develop an understanding of youth labor markets by examining the effects of training and early labor market experiences on economic well-being over a long span of time. Analysis showed that private sector training was rather uncommon among youth during the years immediately following secondary schooling and especially so for high school dropouts. Little conclusive evidence showed that such training during the few years immediately following school conferred lasting labor market benefits as measured by earnings and unemployment experiences several years later. Data did not point to a clear answer as to the determinants of who received training and who did not during those early years. The majority of youth found their first job within 6 months of leaving school, but many of them tended either to quit or to be fired within 3 years of leaving school. Early turnover experiences, along with the time needed to find the first full-time job, appeared to have some impact on later earnings and unemployment experiences. Gender, race, and ability were important determinants of labor market performance. The implication of findings for Ohio youth was that absence of a structured transition from school to work was of concern in Ohio. (Contains 13 references and 13 data tables.) (YLB)

ED 391 919 CE 070 784

Imel, Susan
Women and Literacy. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Economically Disadvantaged; *Educationally Disadvantaged; Educational Needs; Educational Objectives; Educational Opportunities; Federal Aid; *Females; *Literacy Education; Womens Education
IDENTIFIERS- *Empowerment

The recent United Nations Fourth World Conference on Women concluded that if women are to advance in status socially, economically, and politically, they must have access to high quality education. Although women in the United States have steadily increased their educational status, the fact that 23 percent of women aged 25 and over have not gone beyond high school reveals that, as a group, women are still educationally disadvantaged. Recently, more attention is being given to the needs of women literacy learners in the United States. Georgia State University's Center for the Study of Adult Literacy has begun sponsoring conferences on women and literacy, and Laubach Literacy Action has been providing financial support to programs that empower women and developing a network of programs serving women. A growing literature base supports work with women literacy learners. Although much of the information has been generated abroad (e.g., Canada, Australia, Great Britain), it raises issues that have relevance for programs in the United States, including goals and purposes, rationale for women-only programs, and the status of literacy workers. Contains 19 annotated resources that can be consulted for additional information. Five resource organizations are also listed.) (YLB)

ED 391 920 CE 070 785

Lankard, Bettina A.
Careers in the Environment. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Air Pollution; Career Development; *Careers; Educational Needs; *Employment Qualifications; *Environmental Education; Environmental Standards; *Environmental Technicians; Hazardous Materials; Higher Education; Job Skills; Masters Degrees; Occupational Information; Solid Wastes; *Technical Occupations; Waste Disposal; Water Pollution; Water Treatment
IDENTIFIERS- *Environmental Occupations

The fact that environmental occupations cannot be easily categorized reflects the extent to which many occupations and industries are increasing their focus on the environment.

Reprints.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Comparative Education; *Cross Cultural Training; *Demand Occupations; Employer Attitudes; Employment Patterns; Entry Workers; *Futures (of Society); Higher Education; *International Education; *Job Skills; *Labor Needs

According to both corporate and academic spokespersons, U.S. colleges and universities are turning out job candidates with high levels of domain knowledge. With respect to cross-cultural competence, however, job candidates are much less well prepared. They are unlikely to understand the international dimensions of their major academic field, and they probably have not nad a general education background that includes world history, geography, or comparative political science. Moreover, many have had no exposure to other cultures and languages. Compared to international students, corporate and colleges representatives believed U.S. students to be at a serious competitive disadvantage in the global labor market. Because almost all technical, professional, and managerial jobs are likely to require some cross-cultural competence in the future, the demand for persons with cross-cultural competence is expected to grow as more U.S. firms position themselves for international competition. Therefore, U.S. students college students need to be prepared better for their roles in international corporations. Colleges will need to adjust their curricula to meet this need, and corporations also will need to provide more training. (KC)

ED 391 938 CE 070 839

Job Corps Program.
PUB DATE- 9 Nov 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Adult Education; *Delivery Systems; *Enrollment; *Federal Programs; *Job Training; *State Programs
IDENTIFIERS- *Job Corps

According to data from the Job Corps' Student Pay, Allotment and Management Information System (SPAMIS), approximately 54% of all individuals enrolled in the Job Corps program in 1993 received training in the state where they lived. The extent to which Job Corps participants were served in centers located within their state of residence varied widely by state, however. More than 80% of Job Corps participants residing in Hawaii, Minnesota, Missouri, Nevada, New York, and Utah received training in their own state, whereas fewer than 20% of Job Corps participants residing in Alaska, Illinois, South Carolina, and Wisconsin received Job Corps training in their home state. Six states did not have any Job Corps centers operating within their boundaries. The data contained in SPAMIS also confirmed that, as of 1993, Job Corps program capacity varied by state. Six states (Kentucky, Oklahoma, Montana, Utah, Vermont, and West Virginia) had more than twice as many available slots as participants, whereas three states (Colorado, Louisiana, and South Carolina) had more than twice

Educational Finance; *Education Work Relationship; Elementary Secondary Education; Federal Government; Foreign Countries; *Government School Relationship; Program Implementation; Resistance to Change; *School Business Relationship
IDENTIFIERS- *Quebec

The theoretical and socioeconomic context surrounding collaboration among government, schools, and the workplace, as well as cooperative education, is in keeping with a shift in the relationship between schools and the workplace. In this relationship, schools aim to meet the labor force demands of the workplace and to encourage youth in the pursuit of their training, give relevance to the knowledge they learn, and assist them in their integration to the labor market. Cooperative education in Quebec is quite recent and not deeply rooted. It is supported by a minority of actively involved teachers, enthusiastic students for whom cooperative education gives some meaning to their current and future life, and parents who draw from it some confidence about their children's future. Although the importance and urgency of collaboration among government, schools, and the workplace have been unanimously recognized, the implementation of collaborative education is strewn with major weaknesses and incoherence at the government, school, and business levels. The most recurring aspect of such incoherence seems to be teachers', employers', and employees' corporate interests. The different groups resist changes in their work patterns and seek to gain a profit from the training work they will undertake. Furthermore, this training work has to involve little demand on them. Education officials have offered technical support to teachers involved in cooperative education, but politicians seem unable to release the funding essential to its success. (Contains 25 references.) (YLB)

ED 391 956 CE 070 869

Doster, D. Howard; And Others
Small Business Planning and Management for the First-Time Entrepreneur.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Adult Education; *Business Administration; *Business Education; Decision Making; *Entrepreneurship; Free Enterprise System; Instructional Materials; Learning Activities; *Marketing; *Money Management; Self Employment; *Small Businesses

Written with the small business manager and first-time entrepreneur in mind, this book provides the adult learner, in a class or alone, with activities and questions to increase understanding. These are intended to aid decision making as plans are made for the chosen enterprise. The book is divided into five parts: Looking at Entrepreneurship, Planning for Entrepreneurship, Marketing Your Product or Service, Financial Management, and Managing Small Business. Key concepts are given at the beginning of each chapter, along with the goals or objectives for the chapter. Most key concepts appear only in the first chapter in which they are used. Case studies are used to illustrate the issues and problems discussed in each

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 41p.; For related documents, see ED 381 666-670, ED 384 815, and CE 070 987-988.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Consortia; Educational Benefits; *Education Work Relationship; High Schools; *High School Students; Program Improvement; *School Attitudes; *Student Attitudes; Student Surveys; *Transitional Programs; *Work Experience Programs
IDENTIFIERS- Focus Groups; *Michigan (Kalamazoo County)

Focus group interviews were held with approximately 60 of the several hundred high school students who are participating in school-to-work transition programs offered through the Kalamazoo County (Michigan) Education for Employment (EFE) consortium, The 10 focus groups held involved 5-8 students each and were distributed across program types as follows: 3 school-based programs; 4 worksite-based classroom programs; 1 work force entry; 1 business/industry worksite training; and 1 apprenticeship. The students were quite satisfied with their EFE program and credited it with helping them do the following: learn more effectively; formulate and work toward postsecondary education plans; formulate career interests; acquire employability and personal development skills; and obtain desirable part-time employment. The students also identified problems and challenges in the following areas: scheduling and transportation; educational content of work experiences; lack of challenge in coursework; and inadequate publicity and outreach to students. (Appended are the focus group protocol and list of the Academy for Education Development board of directors.) (MN)

ED 391 976 CE 070 987

Rioux, J. William
The Role of Parents in School-to-Work Transition. Education Reform and School-to-Work Transition Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 30p.; For related documents, see ED 381 666-670, ED 384 815, and CE 070 986-988.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; High Schools; *Parent Participation; Parent Role; *Parent School Relationship; Parent Teacher Cooperation; *Partnerships in Education; *Transitional Programs; *Work Experience Programs

To qualify for the grants provided through the School-to-Work Opportunities Act, states/localities must develop school-to-work systems containing three core elements: school-based learning, work-based learning, and connecting activities. Parent involvement in those activities is both valuable and necessary. Research has provided extensive evidence that parents' involvement in their children's education helps reinforce students' perceptions of the value and relevancy of learning and motivates students to be successful. School-to-work programs provide a useful framework to help schools structure systems that involve parents in the world of high school. Successful systems both support parents and draw on conviction that education can and must play a greater role in the lives of delinquent and at-risk youth in order to stem the tides of juvenile predatory crime, gang membership, hopelessness, and death. If correctional education is to play a more significant role leading to greater positive results, it needs to be thoroughly reformed--perhaps even reinvented. Part I: Analytical Overview by Topical Area of the Literature and Research in Juvenile Correctional Education, summarizes and analyzes 13 topics of special interest (e.g. the context of correctional education, psychoeducational models, transition programs) for administrators, teachers, school principals, and the academic and research communities. Part II: Documented Effective Practices in the Education of At-risk and Delinquent Youth, summarizes the findings from several bodies of literature and research such as correctional education, Job Corps, Job Training Partnership Act (JTPA), and the Effective Schools research. Part III: Bibliography with Abstracts, includes 360 annotations and abstracts which provide enough information to allow the user to determine whether to track down and read the source document in its entirety. A subject index is also included. (JBJ)

ED 391 996   CG 026 804

Dulaney, Charles N.
Alcohol and Drug Defense Program (ADD) 1994-95. Evaluation Report.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- Nov 95
NOTE- 25p.; For the 1993-94 report, see ED 383 983.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Abuse; Drinking; Drug Abuse; Drug Use; Elementary Secondary Education; Incidence; Physical Health; *Program Descriptions; *Program Evaluation; School Surveys; *Substance Abuse
IDENTIFIERS- North Carolina; Wake County Public School System NC

The Wake County Public School System used Alcohol and Drug Defense Program (ADD) federal funds in 1994-95 to reduce the impact of drugs and alcohol on the system's 12 high schools by implementing a Student Assistance Program (SAP). SAP provides intervention and support for students identified as being at risk of substance abuse because of academic or personal problems. This report describes SAP and ADD activities that are not federally funded. Major findings were: high school student suspensions for tobacco use rose from 97 in the previous year to 139, suspensions for alcohol or drug use or possession rose from 133 to 154; 33% of parents of high school students agreed that "drugs and alcohol use are causing behavioral problems at my child's school"; and 68% of high school teachers agreed that the use of alcohol and drugs cause behavioral problems, even while teachers believe they are not well prepared to address the problem in their classrooms. The report contains the following ADD program information: (1) program description including background, funding, staff, evaluation design and methodology; (2) findings of high school parent and school staff surveys, suspensions for drug and alcohol policy violations, and SAP; (3) conclusions and recommendations; and (4) an attachment of unique results from the staff survey. (JBJ)

ED 391 997   CG 026 808

Violence among Children, Adolescents, and Young Adults in Maine:

teachers can steer their students' playful discourse in the direction of "appropriating literacy"; and (5) many teachers expressed ideas that differed considerably from the "implicit theories" that seemed to be held by some caregivers. (An appendix presents a 23-item select bibliography of further readings.) (RS)

ED 392 017 CS 012 350

Baumann, James F.; And Others
Methodology in Teacher Research: Three Cases. Perspectives in Reading Research No. 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- Action Research; Case Studies; *Classroom Research; Elementary Education; *Inquiry; *Research Design; *Research Methodology
IDENTIFIERS- Historical Background; *Teacher Researchers; *Teaching Research

This paper reviews methods for conducting and reporting teacher research. Through three cases, the paper explores common and diverse methods employed in classroom inquiry. The paper recounts the history of teacher research and discusses common methodological characteristics as well as context-specific features of teacher research. The first case traces a solitary teacher researcher's search for methods that were appropriate and responsive to his classroom questions. The second case explores the evolution of methods across two longitudinal studies by a collaborative action research team of classroom teachers and a university professor. The final case describes the development and refinement of inquiry methods employed by teacher researchers in the School Research Consortium, a teacher-research community at the University of Georgia site of the National Reading Research Center. The paper concludes that although teacher researchers draw from and adapt methods from other educational research paradigms, teacher research is its own genre with a unique purpose and function: to reflect and act on educational problems, interests, and issues that affect teachers and students. Contains 121 references and 2 tables of data. (Author/RS)

ED 392 018 CS 012 351

Hynd, Cynthia; And Others
High School Physics: The Role of Text in Learning Counterintuitive Information. Reading Research Report No. 46.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; High Schools; High School Students; *Instructional Effectiveness; *Misconceptions; *Physics; Science Experiments; *Science Instruction; Scientific Concepts; *Secondary School Science; Textbook Research

*Parent Child Relationship; *Parent Participation; Parent Role; Phonics; Reading Aloud to Others; Reading Motivation; *Reading Writing Relationship; *Young Children
IDENTIFIERS- Beginning Writing; *Trade Books

This guide shows parents how to help their children develop into skilled and motivated readers. The guide contains sections on (1) how to prepare a child for reading success, long before lessons begin; (2) how to use children's literature to promote learning and enjoyment; (3) why combining book experiences and phonics is better than either approach alone; (4) ways to use writing to enhance a child's reading progress; (5) why reading aloud is so important; anc (6) which books to use with a child and where to find them. The guide includes easy-to-use record-keeping and lesson plan forms. A bibliography of suggested books organized by reading level and a list of 33 references is included. (NKA)

ED 392 037 CS 214 930

Diaz-Gemmati, Griselle M.
...And Justice for All. Occasional Paper No. 41.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Classroom Communication; *Controversial Issues (Course Content); Grade 8; Junior High Schools; Literature Appreciation; Middle Schools; *Multicultural Education; *Racial Attitudes; *Racial Relations; *Student Attitudes; Teacher Student Relationship; Teaching Styles; Writing Instruction
IDENTIFIERS- *Response to Literature

A Puerto Rican teacher of an eighth grade consisting of 33 students (19 girls and 14 boys) at a racially-mixed public middle school found that teaching students about race and gender is a risky venture. The median age of the students was 13.8. The racial demographics were as follows: 45% African-American, 31% Euro-American, 18% Latino, 3% Asian-American, and 3% of East Indian heritage. The class started by reading "To Kill a Mocking Bird" together, a text that explicitly engages issues of race. In reading the book, members of the class began to engage one another on issues of race, leading to very heated debates, arguments, conflicts and, in one case, physical violence. Later, a discussion in which students were asked to share their own personal experiences of prejudice and discrimination, racial and otherwise, led to some healing of the wounds opened during earlier discussions. The class also read "Roll of Thunder Hear My Cry," a novel that takes place in the south at about the same time as "To Kill a Mocking Bird," but is written from the perspective of a young Black. During discussion of this novel, the class bonded momentarily with one another while sharing common experiences of persecution or criticism for attending a racially mixed school. In the end, the question arose of whether or not it was worthwhile to engage in discussions on racial issues. The conclusion was that it was doubtful that a teacher could truly affect the lives of students by reciting pre-rehearsed lines on a make-believe stage and remain in blissful ignorance. (TB)

ED 392 038 CS 215 168

NOTE- 70p.; For an earlier edition, see ED 333 399.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Microcomputers; *Word Processing; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Writing Development

One of a series of educational packages designed for implementation either in a workshop atmosphere or through individual study, this Hot Topic guide presents a variety of materials to assist educators in designing and implementing classroom projects and activities centering on the topic of computers and writing. The Hot Topic guide contains guidelines for workshop use; an overview/lecture on computer-assisted instruction in writing; and six focused ERIC documents and articles (from scholarly and professional journals). Contains a 27-item annotated bibiliography of items in the ERIC database on computers and writing. (RS)

ED 392 056 CS 215 221

Gonzalez-T., Cesar A.; Salgado, Jose
Chicano Literature: Expanding the Base of American Literature, Bibliography and Resources.
PUB DATE- 10 Nov 95
NOTE- 18p.; Paper presented at the National Conference of the Community Colleges Humanities Association (Washington, DC, November 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographies; *Cultural Context; Higher Education; *Literary History; *Mexican American Literature; United States History
IDENTIFIERS- *Chicano Literature; Chicano Studies; *Leal (Luis); Lomeli (Francisco A); Mexican American Studies

This paper has 2 parts: (1) an overview of the history and chronology of Chicano literature; and (2) a review of bibliographies of Chicano literature. Chicano literature can be divided into pre-Chicano literature (1535-1959) and contemporary Chicano literature (1959 to the present). Colonial literature is that written between 1542 and the Mexican declaration of independence from Spain in 1810--this literature includes "relaciones," that is, accounts of explorations, histories, dramas, poetry, and writings of a religious nature. Luis Leal, the dean of Chicano studies, designates the period of breaking away from Spain (1810) and the United States takeover (1848) as that of moving "toward literary autonomy." Up to the 1950s, Chicano literature remained an "in-house" phenomenon, ignored by the mainstream. The 1960s was a period of uprising, described by Francisco Lomeli as the "breaking of social barriers." A major group of writers in the late 1970s became known as "the isolated generation of 1975"--characterized by their moving in disparate and innovative ways. The impact of academe, academics, and a more sophisticated audience dominate the field of Chicano literature today, they agreed on the topic and the examination. They would be graded on how well they (1) offered new information; (2) gave evidence of their opinions; (3) cited their sources; and (4) maintained eye contact with the entire class. At the exam, the students sat in a semi-circle, while the instructor stood in front with an overhead form with each person's name followed by the 4 grading criteria--the students, in other words, could see the grading as the discussion progressed. The examination discussion was a success in that it engaged all students and represented a diverse range of opinions. There were some problems, however. It is questionable as to whether the exam constituted a discussion as opposed to a round-robin speech forum in which each student grabbed his or her chance to say their piece. Also, the public grading distracted the students. (Grading chart is attached.) (TB)

ED 392 076 CS 509 166

Welch, Kathleen E.
Isocrates, Sophistry, and Writing.
PUB DATE- Nov 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Ideology; Intellectual History; *Language Role; *Literacy; *Rhetoric; *Rhetorical Theory; *Speech Communication; Teaching Methods; Writing (Composition)
IDENTIFIERS- Bleich (David); Educational Issues; *Isocrates; *Literacy as a Social Process; Street (Brian V)

Some tentative connections can be made between 20th-century cultural and rhetorical reception of Isocrates' writing and selected issues in historical literacy. Specifically, two literacy scholars, David Bleich and Brian Street, the former a humanist and the latter an anthropologist, can be read concerning some issues in literacy as applied to Isocrates. In the 1988 "Double Perspective: Language, Literacy, and Social Relations," Bleich constructs literacy as the "use of language" and discounts the idea that there is a meaning "behind" the words. Instead, he maintains that the presentation of the words themselves is the nucleus of social behavior. In "Literacy in Theory and Practice," Street offers his ideological model of literacy, which maintains that reading and writing are for a given society already embedded in an ideology and cannot be isolated or treated as "neutral" or merely "technical." Active literacy in Bleich's and Street's sense resonates well with Isocrates' version of "philosophia," critical judgment, power, the ability to meet unforeseen situations with intelligence. In "Antidosis," and elsewhere, Isocrates rejects the concept that language is a container that holds meaning, an attitude toward language that is ubiquitous in the United States. Based on Isocrates, a new strategy can be devised for literacy education, one that goes beyond reading and writing to an activity that considers how minds, sensibilities, and emotions are constructed by and within communities. (Contains 19 references.) (TB)

ED 392 077 CS 509 171

Allen, Brenda J.

(050),Books (010)
DESCRIPTORS- *Copyrights; Educational Resources; *Electronic Publishing; Fair Use (Copyrights); Federal Regulation; Higher Education; *Legal Responsibility; *Nonprint Media; *Publications; Technological Advancement; Writing for Publication
IDENTIFIERS- Authorship; *Berne Convention; Electronic Media; Electronic Print

In response to important changes in copyright law as the United States accommodates itself to the Berne Convention and develops means to take account of new technologies, this guide puts these changes in a form and context that will make sense to persons who are concerned about their rights under the law. New material in the fourth edition of this guide includes case law on databases and compilations, new provisions for copyrighting architectural designs and distributing software, the latest work on "look-and-feel" cases, the ongoing interpretation of the moral rights of creators implied in the Berne Convention, the implications of the Kinko's case, and new guidelines for off-air videotaping for educational use. Chapters in the guide are: (1) The Subject Matter of Copyright; (2) Ownership; (3) Transfers of Copyright; (4) Copyright Notice; (5) Registration of a Copyright Claim; (6) Rights in Copyrighted Works; (7) The Compulsory Licenses; (8) Infringement and Fair Use; (9) Works Created before 1978; (10) Tax Treatment of Copyrights; and (11) International Copyright Protection. Appendixes contain information on copyright notices, editions in the Library of Congress, registration of computer programs and databases, and warnings of copyright for use by certain libraries and archives. (NKA)

ED 392 095 CS 509 189

Walker, Samuel
Hate Speech: The History of an American Controversy.
PUB DATE- 94
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Censorship; Civil Rights; *Cultural Context; *Freedom of Speech; *Higher Education; Legal Problems; Libel and Slander; *Organizations (Groups); Student Attitudes; *United States History
IDENTIFIERS- Controversy; First Amendment; *Hate Speech; *Offensive Speech; Politically Correct Communication; Speech Codes

Noting that no other country in the world offers protection to offensive speech, this book provides a comprehensive account of the history of the hate speech controversy in the United States. The book examines the issue, from the conflicts over the Ku Klux Klan in the 1920s and American Nazi groups in the 1930s, to the famous Skokie, Illinois episode in 1977-78, and up to and including the college campus culture wars of the 1990s. It argues that the civil rights movement played a central role in developing this country's strong free speech tradition. According to the book, the courts were very concerned about protecting the provocative and even offensive forms of expression by civil rights forces--civil rights groups, therefore, preferred to protect rather than restrict offensive speech, even if it meant protecting racist speech. Chapters in the book are: (1) Hate Speech in American History; (2) Origins of the Hate Speech Issue, 1920-1931; (3) Free Speech for Nazis? Hate Speech as a National Issue, 1933-1940;

NOTE- 343p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Constitutional Law; *Court Litigation; Curriculum; Disabilities; Drug Use; Due Process; *Educational Legislation; Elementary Secondary Education; Equal Opportunities (Jobs); Freedom of Speech; Governance; *Legal Responsibility; School Attendance Legislation; School Desegregation; *School Law; Search and Seizure; State Church Separation; Student Rights; Teacher Rights

This casebook contains excerpts of 86 legal decisions handed down by appellate courts during 1985-95. The book was developed to inform school administrators about recent legal decisions in educational matters. In the area of general administration, cases cover issues of central governance, attendance, church/state relationship, curriculum, and desegregation. Cases pertaining to pupils include the topics of general student rights, drugs, free speech, rights of handicapped students, and search and seizure. Litigation pertaining to employed personnel deal with general personnel matters, discrimination, teacher dismissal, and teachers' due process rights. Liability cases comprise the final section. The bulk of the text is comprised of the excerpted court decisions. A list of cases and concepts derived from each decision are included. (LMI)

ED 392 114 EA 027 332

Thomas, Stephen B.; Russo, Charles J.
Special Education Law: Issues & Implications for the '90s.
PUB DATE- 95
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletics; Child Abuse; Civil Rights; *Compliance (Legal); *Court Litigation; *Disabilities; Discipline Policy; Due Process; *Educational Legislation; Elementary Secondary Education; Equal Protection; Federal Legislation; Health Services; Legal Responsibility; Minimum Competency Testing; Search and Seizure; Social Services; *Special Education; Special Health Problems; Student Records; *Student Rights
IDENTIFIERS- *Special Education Legislation

The "Declaration of Independence" guarantees Americans the right to life, liberty, and the pursuit of happiness. However, these rights have not been uniformly available to all citizens. Individuals with disabilities, for example, have received unequal treatment and have been victims of both intentional and unintentional discrimination. This book reviews issues in special educational law and describes the legal responsibilities of schools in relation to students with disabilities. Chapter 1 describes changes in laws offering broad-based protection to students with disabilities. The second chapter describes concerns related to the provision of a free appropriate education (FAPE) in the least restrictive environment (LRE) for all eligible children with disabilities. Chapter 3 discusses issues of related services, some of which include: transportation; medical, health, and psychological services; assistive technology devices and services; sign-language interpreter; speech, language, physical, and occupational therapy; providing services in private religious schools; and third-party liability. The fourth chapter identifies selected diseases contracted by school children and

Romney, Valerie A.
Strategic Planning and Needs Assessment for Schools and Communities.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Data Collection; *Educational Opportunities; *Educational Planning; Elementary Secondary Education; *Environmental Scanning; Institutional Mission; Long Range Planning; Master Plans; *Needs Assessment; Public Opinion; School Community Relationship; *Strategic Planning; Surveys; Trend Analysis

Developing a vision of the future and deciding how an organization will look and function in that future are essential ingredients of planning for organizational success. This handbook offers tools for strategic planning and conducting needs-assessment studies. Chapter 1 describes societal changes in the United States and its impact on education. Chapter 2 describes strategic planning and its six steps: (1) assessing the external environment; (2) assessing internal capacity; (3) developing a vision for the future; (4) developing goals and objectives; (5) implementing the plan; and (6) evaluating progress and revising plans. The third chapter offers guidelines for conducting an environmental assessment through the use of surveys, reporting procedures, interviews, community forums, the charette process, and the delphi technique. Tips for reviewing the process are included in chapter 4. The epilogue contains information about using strategic planning in community education. (LMI)

ED 392 136 EA 027 363

Shields, Carolyn M.
Year-Round Education: Is It Worth the Hassle?
PUB DATE- Jan 96
NOTE- 35p.; Paper presented at the University of British Columbia Robson Square Lecture Series (Vancouver, British Columbia, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; Efficiency; Elementary Education; Evaluation Criteria; *Extended School Year; *Organizational Change; Outcomes of Education; Parent Attitudes; Performance; Public Schools; School Effectiveness; *School Schedules; *Year Round Schools
IDENTIFIERS- *Utah

This paper presents findings of a study that examined the impact of year-round education on academic achievement in a large Utah school district. Student-achievement data for years 1990-95 were compared by type of school schedule. A case-study component examined the impact of school schedules used by two elementary schools--one adhered to a traditional calendar and the other followed a multitrack year-round calendar. Data were gathered through interviews with all four administrators and all six fifth-grade teachers and through a survey of 114 fifth-grade students and 123 parents. Multitrack schools appeared to included in the report and additional youth-development positions identified by survey respondents. (LMI)

ED 392 156 EA 027 385

School Facilities. States' Financial and Technical Support Varies. Report to Congressional Requesters.
PUB DATE- Nov 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); Data Collection; *Educational Facilities; *Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; *State Action; *State Aid

This report examines the current role of states in supporting school-facilities improvements. Specifically, the study gathered information about state actions to provide funding, technical assistance, and compliance review to school districts. The report also looked at the degree to which states collect and maintain information on the condition of school buildings. Data were gathered from October 1994 to September 1995 through telephone interviews with state officials for all 50 states and analysis of supporting documents. Findings indicate that although the construction of school buildings has traditionally been a local responsibility, nearly all states now have some role in school-facilities construction, renovation, and major maintenance. States' involvement in facilities matters varied greatly in terms of the level of financial and technical assistance and compliance review provided. The amount and type of data collected by states also varied greatly. Overall, the data suggest that while most states provide facilities support to school districts, many states do not play a major role in addressing school-facilities issues. However, the extent of states' involvement also depends on state history and philosophy. Three figures and two tables are included. Appendices contain methodological notes, state-by-state information, GAO contacts and staff acknowledgments, and three additional tables. (LMI)

ED 392 157 EA 027 386

Lincoln, Eugene A.
Searches and Seizures in Public Schools.
PUB DATE- 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compliance (Legal); Constitutional Law; Court Litigation; Due Process; Elementary Secondary Education; *Evidence (Legal); Legal Responsibility; *Principals; *Public Schools; *School Law; School Policy; *Search and Seizure; Student Rights
IDENTIFIERS- *New Jersey v TLO; Supreme Court

In "New Jersey v. T.L.O." the U.S. Supreme Court held that the prohibitions of the Fourth Amendment regarding unreasonable searches and seizures apply to student searches and seizures conducted by public school officials. However, the Court said the legality of a search should depend upon "reasonableness, under the circumstances" rather than probable cause, the standard in a criminal search. Reasonableness depends upon

ED 392 177 EC 304 607

Van Vuuren, E.
The Deaf Pupil with Learning Disabilities.
PUB DATE- Jul 95
NOTE- 8p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Age Differences; Attention Control; *Communication Skills; *Deafness; Disability Identification; Elementary Secondary Education; Foreign Countries; Incidence; *Learning Disabilities; Mothers; *Multiple Disabilities; Parent Child Relationship; Sex Differences; Sign Language; *Student Characteristics; *Symptoms (Individual Disorders); Visual Perception

This brief paper reports on a study of learning disabilities in students with deafness. The study attempted to first determine to what extent deficiencies in communication skills affect the screening of deaf students for learning disabilities and, second, to describe the phenomenon of learning disability in students with deafness. The research group consisted of 68 pupils (ages 8 to 12) with normal nonverbal IQ and severe hearing loss. Evaluation of communication skills identified a subgroup with very poor communication skills, the atypical learning disabled group, with the following characteristics: (1) more males than females; (2) a tendency to be older than same-class peers; (3) higher incidence of significant medical problems; (4) weak mother-child relationships suggesting a negative educational climate; (5) weak scholastic achievement; (6) low motivation and a weak risk attitude; (7) weak visual perception and integration processes; (8) preference for visual communication; (9) weak signing skills; and (10) passive activity level and low concentration. (DB)

ED 392 178 EC 304 608

Doyle, Lynn Horrigan; Reitzug, Ulrich C.
A Practitioner's Narrative: Separatism and Collaboration among Special Education Teachers and Other Stakeholders.
PUB DATE- Oct 93
NOTE- 39p.; Paper presented at the Convention of the University Council for Educational Administration (Houston, TX, October 29-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Change Strategies; Critical Theory; *Disabilities; Educational Change; *Educational Philosophy; *Educational Practices; Elementary Secondary Education; *Student Placement
IDENTIFIERS- Functionalism; Interpretivism; Teacher Collaboration

This paper examines how educational practices have distorted the intentions of legislation designed to safeguard the needs of special education students. It looks at the history of special education in terms of three paradigms: (1) functionalism (which organizes social issues for the purpose of prediction and control and is based on the scientific method); (2) interpretivism (which emphasizes the emerging social process areas: (1) the importance of school staff trained to work with culturally, racially, and linguistically diverse students and recruitment of staff reflecting this diversity; (2) the need for on-going professional development opportunities for school personnel in such areas as positive classroom management, effective instructional practices, and non-biased assessment; (3) the need to inform and involve communities in addressing issues of disproportionality; (4) the need for involving parents early in the child's school career; (5) the need for closer collaboration between general and special educators; and (6) the need for special education data, disaggregated by race/ethnic group, to understand disproportionality and focus strategies. A list of forum participants and the agenda are attached. (DB)

ED 392 196   EC 304 627

Schrag, Judy A.; Henderson, Kelly
School-Based Intervention Assistance Teams and Their Impact on Special Education. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 7 Feb 96
NOTE- 66p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Behavior Problems; Elementary Secondary Education; Intervention; Learning Problems; Models; *Participant Satisfaction; *Prereferral Intervention; Prevention; *Program Effectiveness; *Referral; *Regular and Special Education Relationship; Special Education; *Special Needs Students; Teacher Attitudes; Teamwork
IDENTIFIERS- *Intervention Assistance Teams; Teacher Collaboration

This paper provides a synthesis of the literature on school-based intervention assistance teams and their direct or indirect impact on special education programs and practices. A total of 67 articles, documents, reports, and/or books was reviewed. A background section considers the history of these teams, their composition, and the prereferral intervention model used by them. The review is then organized into findings concerning five specific impacts or outcomes: (1) changes in referrals to special education; (2) appropriateness of special education referrals; (3) team, administrator, and teacher satisfaction; (4) administrator, team, and teacher attitudes, tolerance, and skills for working with students experiencing academic and behavioral difficulties; and (5) changes in student behavioral and academic performance. Among conclusions and recommendations are the following: the term "prereferral intervention" has resulted in many misconceptions; school-based intervention assistance teams should be focused on prevention and early assistance to classroom teachers; use of such teams can result in loss of state and federal funding when funding is based on child count data for children receiving special education; these teams run the risk of becoming another layer of bureaucracy; and evaluation procedures documenting the impact of the teams are essential. Appended are summaries of 32 major studies. (Contains 67 references.) (DB)

ED 392 197   EC 304 628

Beginning Reading and Phonological Awareness for Students with

ED 392 216   EC 304 647

Reganick, Karol A.
Educating Students with Special Needs from Culturally Diverse Backgrounds.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Differences; Educational Practices; Educational Principles; Elementary Secondary Education; *Multicultural Education; *Special Needs Students; Student Characteristics; Teaching Methods

The literature on methods for educating students with special needs, including disabilities, from culturally diverse backgrounds is reviewed. The paper addresses what cultural diversity is, changing demographics in the United States, special education issues, assessment recommendations, parental involvement, and teacher commitment and training. Discussion of teaching methods looks at the relationship of culture to learning, selection of teaching materials, adaptation of teaching materials, integrated curriculum, cooperative learning, active learning, whole language, and behavior management. (Contains 15 references.) (DB)

ED 392 217   EC 304 648

Xin, Fu; And Others
Extended School Year: A Participatory Research Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Extended School Year; *Inclusive Schools; Interpersonal Relationship; Multiple Disabilities; Peer Influence; Primary Education; Qualitative Research; *Severe Disabilities; *Social Integration; *Special Classes; Special Programs; Student Educational Objectives; Student Motivation; *Summer Programs
IDENTIFIERS- Focus Groups

This paper explores the social ecological opportunities implied by segregated extended school year (ESY) summer programs for students with disabilities who, during the school year, attend inclusive programs in classrooms with nondisabled peers. Two primary grade students with severe multiple disabilities were observed in the classroom situation both during the regular school year (when the students were in inclusive settings) and during the ESY summer program (when the students were in a self-contained classroom program for students with severe disabilities). Profiles of each student were developed, including a section on social ecology based on vignettes of the students' social interactions during similar classroom activities in both integrated and segregated settings. These profiles were then discussed during 4 focus grups with 48 participants that included parents, special education teachers, paraprofessionals, a general education teacher, administrators, and others including case managers, social workers, and coordinators. The focus groups discussed implications of the extended school year entitlement, intended to prevent achievement regression. Most focus group members concluded that the summer school program lacked age-appropriate peers and

This article discusses key issues of literacy that are important to both teachers and learners for understanding, and summarizes the function of literacy in three different groups: primary education, adult education, and communities with unwritten languages. The article investigates the scope of literacy, showing how this concept may be defined differently in different communities and challenging a number of assumptions and oversimplifications. The article is divided into the following sections: (1) literacy is not an absolute concept; (2) literacy is socially defined; (3) literacy is collaborative; (4) literacy needs imagination; (5) spoken and written language perform equally necessary functions; and (6) what we don't understand. (Contains 14 references.) (NAV)

ED 392 237 FL 023 549

Dombey, Henrietta
Eight Lessons from Research into Literacy.
PUB DATE- 92
NOTE- 18p.; In: Perspectives on Reading. CLE Working Papers 2. For complete volume, see FL 023 547. This paper formed the basis of a talk to the Centre for Language in Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Basic Skills; Elementary Education; Foreign Countries; *Literacy; *Reading Instruction; *Reading Research; Social Influences

This article explores research evidence on the teaching of reading from eight specific points: (1) readers engage in a complex, multi-level process that involves knowledge of sound-symbol relations, spelling patterns, vocabulary, sentence structures, propositional meanings, and realms of meaning beyond individual propositions; (2) literacy learning is not to be simply and straightforwardly equated with teaching in school; (3) it is an active process, driven and shaped by the learner's intentions; (4) it operates most characteristically on a number of different linguistic levels simultaneously and is not made easier by being broken down into apparently simpler elements that are then taught separately; (5) Children vary in the amount of direct literacy teaching they need, but all do much of their literacy learning tacitly, implicitly; (6) there are many important literacy lessons that only powerful texts can teach; (7) literacy is laden with the values of the social context that both surrounds and is shaped by it; (8) there is no substitute for watching how, when, where, and why children learn reading and writing and responding to the efforts of adults to help them. It is concluded that successful literacy teaching can only be accomplished when these eight research foundations are followed. (Contains references.) (Author/NAV)

ED 392 238 FL 023 550

Williams, Simon
"The Disqualified Half": Gender Representation in a Children's Reading Scheme.
PUB DATE- 92
NOTE- 17p.; In: Perspectives on Reading. CLE Working Papers 2. For complete volume, see FL 023 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Females; Foreign Countries;

and allocating a budget; and program and staff evaluation. Recommendations offered include development of an administrative course for student teachers, summer programs for those already teaching, and administrative internships. The survey is appended. (Contains 19 references.) (NAV)

ED 392 259 FL 023 593

New Horizons in Education: Journal of Education, Hong Kong Teachers' Association, 1995.
PUB DATE- Nov 95
NOTE- 125p.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; Curriculum Design; Distance Education; *Educational Change; Educational Technology; *Elementary Secondary Education; Environmental Education; Error Patterns; Field Experience Programs; Foreign Countries; Geography; Guidance Programs; Higher Education; Knowledge Level; Language Teachers; Language Usage; Politics of Education; Problem Solving; Scheduling; *School Administration; Self Evaluation (Individuals); Staff Development; Student Attitudes; Teacher Supervision; *Teaching Methods; Teaching Skills; Teamwork; Tutorial Programs; World History
IDENTIFIERS- *Hong Kong

The bilingual (Chinese/English) journal published annually for Hong Kong educators contains articles in a wide range of areas and at all levels of education. Articles include: "Micropolitics in Managing Bi-Sessional Primary Schools: A Case Study of the Interactions between Partner School Heads" (Cheung Wing-ming); "On Features of Implementation of the Whole School Approach to Guidance" (Xiaodong Yue); "Quality Distance Education--The OLI Model" (James Y. W. Tong); "Team Development: A Multidimensional Approach" (Allan Walker, Kenneth Stott); "The Investigation of the Management Technique and Leadership Strategy a Primary Headteacher Should Possess Through Historical Events of the Ancient China During the Second Century" (in Chinese) (Chan Ling Hay); "Change in Education and Social Involvement--Hong Kong Experience" (in Chinese) (Au Yeung Chi); "Managing Tutors in Distance Education: Further Issues for Consideration" (Kenneth Chee-kwong Chao); "Review of Cycle Timetabling System" (in Chinese) (Ho Kwok Keung; Wong Wai Keung); "Students' Misconceptions in Solving Mechanics Problems" (Lo Lam Fat and Au Yeung Po See); "Environmental Education in Hong Kong Secondary School: State of the Art" (John Chi-kin Lee); "Promoting Teachers Use of Instructional Technology in Hong Kong" (Sabrina Su-fen Chin); "Chinese Language Teachers' Self Evaluation on Their Professional Knowledge" (in Chinese) (Ho Man-koon); "Fieldwork in Geography: A Review of Purpose and Practice" (Philip Stimpson); "Preparing 'Small' Environmentalists Through Activity-based and Interdisciplinary Environmental Teaching" (Tammy Kwan); "Common Errors of Using Chinese Words Among Junior Secondary Students" (in Chinese) (Tse-Shek Kam; and others). (MSE)

ED 392 260 FL 023 595

Helmar-Salasoo, Ester
A National Study of States' Roles in Choosing Reading and Literature for Second Language Learning. Report Series 2.25.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

categories ranging from amusement to resentment; again, some gender differences were found. Attitudes toward methods of English instruction in the home country were generally unfavorable, but were generally favorable toward English instruction in the United States. Attitudes toward Americans and the United States before arrival fell into five categories: attraction; admiration; dislike; fear; and indifference; most students expressed positive feelings. After arrival in the United States, attitudes become more complex and reflected culture conflict and significant adjustment; female attitudes were generally negative. Most felt little need to study English further. (MSE)

ED 392 280 FL 023 628

Forming New Partnerships for Educating All Students to High Standards. An Idea Book. 1994 Federal Educational Legislation.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 41p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Bilingual Education; Change Strategies; Disadvantaged; Educational Change; *Educational Improvement; Educational Legislation; Educational Objectives; Educational Policy; *Equal Education; Excellence in Education; Federal Aid; *Federal Legislation; *Public Policy; Second Language Programs; Teacher Education; Technical Assistance
IDENTIFIERS- *Goals 2000; *Improving Americas Schools Act 1994

Federal legislation to improve education passed in 1994 is reviewed and two major bills are discussed in greater detail. Emphasis is on the legislation's provisions for improvement of educational standards and access to improved education for all students, especially the disadvantaged. An introductory section highlights the provisions of three pieces of legislation: Goals 2000: Educate American Act; the School-to-Work Opportunities Act; and the Improving America's Schools Act (IASA), especially five of its 14 titles that affect the education of linguistically and culturally diverse students. These elements of Goals 2000 are explained: the call for systemic school reform; federal funds to support reform; the objective of high standards for all students; excellence principles; and new ways of assessing student achievement. Discussion of IASA focuses on the provisions of Title I (helping disadvantaged children meet high standards), Title II (professional development), Title VII (bilingual education, language enhancement, and language acquisition programs), and Title XIII (technical support and assistance to improve education). Contains 10 references. (MSE)

ED 392 281 FL 023 629

Carrasquillo, Angela L.; Rodriguez, Vivian
Language Minority Students in the Mainstream Classroom. Bilingual Education and Bilingualism 7.
PUB DATE- 96
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Bilingual Education; Classroom Environment;

This manual is part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. The manual describes a carpentry course that is structured to appeal to the student as a self-directing adult. The following units are included: carpentry tools, construction of furniture, and finishing. Numerous illustrations are included. (KM)

ED 392 303 FL 801 063

Modelo de Alfabetizacion: A Poblacion Urbana y Rural. Documento General (Literacy Model: Urban and Rural Populations. General Document).
PUB DATE- Feb 90
NOTE- 109p.; For related documents, see FL 801 047-068.
LANGUAGE- Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Foreign Countries; *Functional Literacy; Instructional Materials; *Literacy Education; Mathematics Instruction; Models; Native Language Instruction; *Rural Population; Spanish Speaking; *Teaching Methods; *Urban Population
IDENTIFIERS- *Mexico

This document describes literacy models for urban and rural populations in Mexico. It contains four sections. The first two sections (generalizations about the population and considerations about the teaching of adults) discuss the environment that creates illiterate adults and also describe some of the conditions under which learning takes place in the adult population. The last two sections (literacy methods and means of addressing the problem) concern teaching methodology for reading/writing and basic math. Each model is explained in detail. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KM)

ED 392 304 FL 801 064

Instructivo del Alfabetizador: Poblacion Urbana (Reading and Writing Instruction: Urban Population).
PUB DATE- 89
NOTE- 288p.; For related documents, see FL 801 047-068.
LANGUAGE- Spanish
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Foreign Countries; *Functional Literacy; Instructional Materials; *Literacy Education; Mathematics Instruction; Native Language Instruction; Spanish Speaking; *Urban Population; Workbooks
IDENTIFIERS- *Mexico

This series of instructional materials is designed for Spanish speaking adults in Mexico who are in the process of becoming literate or have recently become literate in their native language. The reading/writing workbook is presented in two volumes along with a teacher's manual for an adult literacy program directed at urban inhabitants of Mexico. Pictures, crossword puzzles and fill-in-the blank exercises appear frequently in the book. Topics covered include family and community life; health and hygiene; work and the preservation of the environment. These materials are designed to support and motivate adult students while they learn to read, write and do site, dates, subjects offered, eligibility requirements, academic credit offered, language and type of instruction, costs, housing, application deadline, other information, and contact point. Approximately 75 percent of the programs listed are sponsored by U.S. accredited colleges and universities. An appendix contains statistics on study abroad. Programs are indexed by sponsoring institution, consortia, fields of study, special options, and cost ranges. (MDM)

ED 392 325 HE 028 913

Steen, Sara J., Ed.
Vacation Study Abroad 1996-97: The Complete Guide to Summer and Short-Term Study. Forty-sixth Edition.
PUB DATE- 96
NOTE- 469p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Colleges; College Students; Eligibility; Exchange Programs; Foreign Countries; Higher Education; *International Educational Exchange; *International Programs; Program Content; Program Descriptions; Second Language Programs; Student Costs; *Student Exchange Programs; *Study Abroad; *Summer Programs; Universities
IDENTIFIERS- Institute of International Education NY; Program Characteristics

This guide provides descriptions of 1,810 summer and short-term academic and language study-abroad programs that range from one-week language study courses to full-summer or semester-length university programs. An introductory section provides information on the Institute of International Education (IIE), IIE publications, the use of the guide, planning study abroad, and how to read study-abroad literature. The bulk of the guide consists of individual program descriptions, arranged geographically by region and country. Each listing provides information on program sponsor and name, academic focus, venue, dates, eligibility requirements, details, housing, schedule, costs, and contact point. Twenty-eight multi-country programs are also listed. Programs are indexed by sponsoring institution, consortia, field of study, special options, cost, and duration. (MDM)

ED 392 326 HE 028 914

O'Neill, Holly A.
Sudan. A Country Guide Series Report from the AACRAO-AID Project.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational History; *Educational Policy; *Educational Practices; *Elementary Secondary Education; Foreign Countries; Grading; Graduation Requirements; *Higher Education
IDENTIFIERS- *Sudan

This report provides information on the education system of the three universities; (7) "Teaming Up to Promote Effective Teaching, Learning, and Research Using Technology" (Janet de Vry and others), which discusses joint efforts by four units of the University of Delaware to promote faculty utilization of information technology; and (8) "Library and Computing Merger: Clash of Titans or Golden Opportunity" (Sharon M. West and Steven L. Smith), reports on the merger of the library and computing services at the University of Alaska, Fairbanks. Some papers contain references. (MDM)

ED 392 343 HE 028 931

Mulvey, Patrick J.; Dodge, Elizabeth
Enrollment and Degrees Report.
PUB DATE- Jan 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Asian Americans; *Astronomy; *Bachelors Degrees; Black Students; Departments; *Doctoral Degrees; *Enrollment Trends; Graduate Study; Higher Education; *Masters Degrees; Minority Groups; National Surveys; *Physics; Racial Differences; Sex Differences; Trend Analysis; Undergraduate Study
IDENTIFIERS- African Americans

This report presents the results of a 1994-95 survey of U.S. colleges and universities offering doctorate, masters, and bachelors degrees in physics and astronomy, focusing on degree production and current student enrollment. It found that over the last 3 years, first-year graduate physics enrollments have declined 22 percent at doctorate-granting departments and 17 percent at masters-granting departments. The number of doctorates conferred has increased 60 percent since 1980, and women have made slow but steady gains among PhD recipients, with the PhD class of 1994 including 12 percent women. In 1994, 8 percent of the PhD-granting departments produced 29 percent of the doctorates. Undergraduate physics enrollments continued to decline, with junior enrollments dipping to a 30-year low in 1994. While foreign student enrollments continue to increase, especially in graduate programs, African-Americans and Hispanic-Americans continued to be underrepresented among physics graduates, while Asian-Americans continued to be overrepresented. Physics departments continued to provide service courses for other majors and enrolled approximately 360,000 students in introductory physics courses in 1994-95. An appendix provides data on degree and enrollment trends over the last 10 years. (MDM)

ED 392 344 HE 028 932

Perlman, Baron; McCann, Lee I.
Recruiting Good College Faculty: Practical Advice for a Successful Search.
PUB DATE- 96
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; College Instruction; Employment

PUB DATE- Mar 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Correctional Education; Correctional Institutions; Employment Potential; Job Skills; Literacy Education; *On the Job Training; Prisoners; Program Evaluation; State Programs; *Vocational Education
IDENTIFIERS- *Georgia

A study analyzed and reviewed corrections education programs for adult criminal offenders in Georgia correctional institutions. The following educational services were available: literacy/remedial reading, adult basic education, General Education Development, special education, vocational and on-the-job training (OJT), and college-level programs. Based on the Wide Range Achievement Test reading scores, less than 19 percent of the inmates read at the 12th-grade or higher level. The Department of Corrections provided programs to upgrade academic skills prior to vocational enrollment and upgraded academic skills concurrently with enrollment in vocational programs. Vocational-technical education consisted of classroom laboratories and OJT programs, and programs were offered in 35 general areas. Adult correctional vocational education programs were reviewed relative to two criteria useful in assessing vocational education programs: employability and the ability to make an adequate wage. Yearly audits gathered information on program needs, quality of instruction, and curriculum changes that have occurred. A number of challenges for corrections education were identified: security, variety of programming, bed availability, transfers, workers for Correctional Industries, and attendance. Recommendations were made relative to education and recidivism, transition services, employability skills and adequate wages, women inmates, and OJT. (A chart illustrating types and locations of educational programs is appended.) (YLB)

ED 391 881 CE 070 658

Fletcher, Gail
What Should Georgia Students Know To Be Successful? A 1992 Validation Survey: Desired Outcomes for Students of Georgia Vocational-Technical Programs.
PUB DATE- Dec 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competency Based Education; Educational Research; Employer Attitudes; Employment Patterns; *Employment Potential; *Job Skills; Postsecondary Education; *Promotion (Occupational); Secondary Education; State Standards; State Surveys; Student Evaluation; *Validity; Vocational Education
IDENTIFIERS- *Georgia

A statewide survey was conducted by Georgia Assessment Project, Georgia State University during 1992 to determine if Georgia employers and educators agreed with Georgia policymakers that each of the 28 desired student outcomes (DSOs) was important to success in the workplace. Of 4,041 surveys mailed to a representative sample of educators and employers, 1,103 surveys were returned and analyzed. On the whole, both employers and educators rated all DSOs to be of moderate to great importance

ED 391 899 CE 070 754

The Employer Connection: State Strategies for Building School-to-Work Partnerships.
SPONS. AGENCY- American Express Foundation, New York, NY.; Joyce Foundation, Chicago, IL.; Kauffman Foundation, Kansas City, MO.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Education Work Relationship; Employer Attitudes; *School Business Relationship; School Support; Secondary Education; State Programs; *Statewide Planning

Employer involvement is a crucial element in the success of school-to-work initiatives. To reach out to employers, states can do the following: target key employers and industries; foster employer ownership; give employers opportunities to recruit their peers; create or collaborate with intermediary organizations; establish partnerships with labor organizations; publicize the school-to-work concept; and provide "how-to" information to employers. Despite employer interest in participating in school-to-work programs, some barriers may impede their involvement: the costs of participation, challenges in developing working relationships with schools, child labor restrictions, liability concerns, and workers' compensation requirements. By working with employers to address these barriers, states can demonstrate their commitment to making the school-to-work system responsive to employer concerns. Governors can take the following actions: target key industries likely to employ tomorrow's work force and suggest school-to-work transition as a strategy; set school-to-work initiatives as a high priority for the state's economic development system and education systems; encourage statewide business groups to play a role; publicize school-to-work efforts of leading employers; and initiate a review of state laws, regulations, and practices that pose barriers to employer participation. (Contains 45 references.) (YLB)

ED 391 900 CE 070 757

Stivers, John L.
Development and Implementation of a Training Program To Increase the Usage of a Network Computer System by Computer Law Enforcement Users.
PUB DATE- Nov 95
NOTE- 134p.; Master of Science Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Computer Attitudes; *Computer Literacy; *Computer Networks; *Information Systems; Law Enforcement; On the Job Training; *Police; Program Development; Program Implementation; Staff Development; Users (Information); User Satisfaction (Information)

A practicum project involved the development and implementation of a program to increase the positive attitudes and knowledge of 15 members of a target group in a county sheriff's office and thereby increase the productive use of the computer information system (IS). The people involved were county law

Heightened public awareness of the environment and increased regulation through government pollution control and clean-up laws are influencing the trend toward an increased environmental focus in existing jobs and the emergence of new environmentally related jobs and businesses. Environmental occupations are driven by government funding. The focus of government policy has shifted from water supply (1960s) to solid waste management (1970s), from hazardous waste management (1980s) to air quality (1990s). Emerging jobs reflect the current emphasis of government policy on pollution control. Education and training requirements for environmental workers are changing with the times as well. A technical background is required of most environmentalists. Master's degrees or two-year technical degrees are the trend. Environmentalists need field experience and supervisory ability to secure the best jobs. Five types of environmental specialist occupations have been identified: environmental engineers, epidemiologists, wetland ecologists, environmental trainers, and environmental service technicians. Within all five, the trend for related occupations is toward higher educational requirements. Skills in math and science are essential; communication skills are strongly desired. Internships and volunteer opportunities are ways to get on-the-job experience. (Contains 13 annotated print resources and 3 resource organizations.) (YLB)

ED 391 921 CE 070 789

Rawlinson, S.
Further Education: An Employer's Factfile. Report 303.
PUB DATE- 96
NOTE- 37p.; Study supported by the IES Co-operative Research Programme.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Educational Objectives; Educational Opportunities; *Educational Trends; *Education Work Relationship; Employment Qualifications; Enrollment; Foreign Countries; Participation; Postsecondary Education; Program Development; *School Business Relationship; *Student Certification; Student Evaluation; *Technical Institutes
IDENTIFIERS- National Vocational Qualifications (England); *United Kingdom

This document, designed for employers in England, provides an overview of further education (FE) opportunities, enrollments, and developments/trends throughout the United Kingdom. Section 1, which is basically an overview of the FE system, examines the following questions: why FE is important; what links exist between employers and FE colleges (training and consultancy, recruitment, voluntary activities); how FE operates (types/numbers of FE colleges, their independence, their funding); and how FE colleges are changing (customers, facilities, methods of study). Destinations of school leavers and employer-led enrollments are examined in section 2. Section 3, which constitutes approximately 50% of the document, explains the following aspects of the system of FE courses and qualifications: the new qualifications framework; qualification pathways; qualification bodies; the National Vocational Qualifications; the General National Vocational Qualifications; A and AS levels; issues for recruitment; and qualifications reform and review. Discussed in section 4 are recent and projected developments in the following areas: national measures to support vocational training; employer-education links; and national targets for education and training.

as many Job Corps participants as available slots. (MN)

ED 391 939 CE 070 840

Adult Education Review.
PUB DATE- 16 Feb 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Adult Education; Educational Change; Educational Trends; English (Second Language); *Enrollment; *Financial Support; *Grants; Secondary Education; *State Federal Aid; Tables (Data)
IDENTIFIERS- *Adult Education Act

This document contains nine tables and charts detailing funding of and enrollment in adult education programs throughout the United States at various times since the Adult Education Act (AEA) was first passed in 1965. Presented first are a graph of AEA appropriations from fiscal year (FY) 1984 through FY 1994 and a table detailing AEA appropriations for FY 1995. In the next five tables/graphs, which are designed to illustrate changes in the amount of federal adult education services as federal funds have increased, the following are summarized: State-Administered Basic Grant Program enrollment and federal, state/local, and total funding from FY 1966 through FY 1994; State-Administered Basic Grant Program enrollment by instructional area (adult basic education, adult secondary education, and English as a second language) from FY 1970 through FY 1995; and State-Administered Basic Grant Program expenditure and enrollment data for FY 1991. The final two items, which are designed to clarify the goals, target populations, clients, and services offered by the State-Administered Basic Grant Program, state the program's purpose and detail state-administered basic grant program enrollment by instructional area for FY 1993. (MN)

ED 391 940 CE 070 841

McCoy, Martha; And Others
Planning Community-Wide Study Circle Programs. A Step-by-Step Guide.
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Community Programs; Continuing Education; *Discussion Groups; Government Role; *Group Discussion; Leadership Training; Nonformal Education; *Policy Formation; *Program Development; *Public Policy; Resources; Volunteers; Volunteer Training
IDENTIFIERS- *Study Circles

This guide contains ideas and documents from study circle programs throughout the United States. The guide is organized in five parts that cover the following topics: (1) introduction--what are study circles, how do they function?; (2) basic steps in creating a community-wide program; (3) sample documents including program description, community survey, letter to potential sponsors, press release, tips for recruiting discussion leaders, and evaluation forms; (4) stories of chapter. Names have been changed in these true stories and the locations fictionalized to protect the identities. Appendixes provide a sample partnership agreement, sample articles of incorporation, applicable federal income tax forms, a glossary, and index. (YLB)

ED 391 957 CE 070 870

Anderson, Gary A.
Floral Design & Marketing.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 970p.; Color photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF07/PC39 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Agricultural Education; Business Administration; *Design; Distributive Education; *Floriculture; Instructional Materials; Learning Activities; Marketing; *Ornamental Horticulture Occupations; Plant Propagation

This book is designed to survey the area of retail floriculture and make a current statement of the industry. The subject matter includes a blend of art, science, and business. It can be used in the following ways: by students pursuing individualized study; in a classroom where the instructor will reinforce, demonstrate, and expand upon the ideas; or by former students or flower shop employees who need a refresher tool and reference. The book is intended to be motivational while presenting a realistic picture of arranging and selling flowers and plants. Suggested activities are located in each chapter as hands-on exercises to provide the experience and practice necessary to master the concepts presented. Thirty-two chapters cover the following topics: introduction; elements of design; principles of design; fresh cut flowers and foliage; mechanics, supplies, and safety; corsages and boutonnieres; bud vases and rose bowls; decorating potted plants; mass arrangements; accessories, bases, and backgrounds; dried flowers; silk flowers; table settings; wedding floral design; sympathy flowers; living plant groupings; novelty arrangements; special occasions and holidays; period arrangements; contemporary arrangements; retail floriculture industry; sales and service; wrapping and packaging; pricing; organization and efficiency; store displays; conditioning and storing cut flowers; care of living plants; delivery; advertising and promotion; and keeping current. A subject index is provided. (YLB)

ED 391 958 CE 070 871

Burkholder, Kathy
Plant Identification Characteristics for Deciduous Trees & Shrubs. Lesson Plans.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Botany; Instructional Materials; Learning Activities; Lesson Plans; *Plant

them as resources. Studies have demonstrated that carefully structured partnerships between parents and teachers, administrators, counselors, and employers can increase students' motivation to success in both school- and work-based learning. Strategies to encourage parent involvement can range from loose, informal communication to highly structured councils and committees. Parent involvement may take many forms, including serving on advisory committees and functioning as informed monitors of school-initiated home-based assignments. School systems must develop systemwide policies emphasizing new approaches to parent involvement, and teacher and administrator training in working with parents must be expanded. (Appended are guidelines for parents seeking to get involved in school-to-work transition systems.) (MN)

ED 391 977 CE 070 988

Zeldin, Shepherd; Charner, Ivan
School-to-Work Opportunities through the Lens of Youth Development. Education Reform and School-to-Work Transition Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 29p.; For related documents, see ED 381 666-670, ED 384 815, and CE 070 986-987.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Educational Needs; *Education Work Relationship; *High Risk Students; High Schools; Outcomes of Education; Partnerships in Education; *Student Development; *Transitional Programs; *Work Experience Programs; Youth Agencies; Youth Opportunities; Youth Programs
IDENTIFIERS- *Youth Development Model

Although the school-to-work and youth development fields come from very different beginnings, they share the goal of preparing all young people, including "high-risk youth," for adulthood by learning in context, actively participating in their own learning, and being challenged and supported to excel. Despite their shared visions for youth, many school-to-work and youth development efforts have felt strong pressures to defend their own "turf." It is, however, possible to cite several cases of model school-to-work programs and strategies that have consciously or unconsciously employed a "youth development lens" in designing and implementing their programs. Those examples confirm that the school-to-work movement can benefit and be strengthened by incorporating a youth development perspective to serving young people and building bridges not only with schools and employers but also with the "youth development field," specifically national and community-based youth organizations. Youth development organizations can help school-to-work system developers consider the impacts of neighborhoods, families, and other broader environmental impacts on their programs. Furthermore, youth development organizations are well positioned to offer ongoing training and technical assistance to school-to-work providers and to bring a full range of community leaders, practitioners, and youths into school-to-work planning/implementation discussions. (Contains 22 references.) (MN)

ED 391 978 CE 070 989

Terrell, Steve

Part II--Recommendations.
PUB DATE- Dec 94
NOTE- 36p.; Prepared by the Prevention of Youth Violence Work Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; At Risk Persons; *Crime; Delinquency; Delinquency Causes; Delinquency Prevention; Elementary Secondary Education; *High Risk Students; Juvenile Justice; Preadolescents; Special Needs Students; State Government; State Legislation; State Programs; *Statewide Planning; *Violence; *Youth Problems
IDENTIFIERS- *Maine

While violent crime among youth has not reached the epic proportions in Maine that it has elsewhere, there are signs that some youths are already involved in a cycle of violence and many others are at risk. The Maine Bureau of Health convened an interdepartmental work group to study youth violence in 1993 culminating in Part 1 of a two-part report. This report represents specific recommendations to reduce the incidence and impact of youth violence in Maine. The work group operated by establishing four subcommittees with each subcommittee formulating specific recommendations. These recommendations, which include a call for increased interdepartmental coordination and planning of prevention and early intervention programs, coordination of data collection, and public education, are detailed. The unified strategy for legislative action which was developed was: "Establish the Prevention of Youth Violence Work Group as a permanent subcommittee of the Interdepartmental Council (IDC) with responsibility to coordinate all activities related to prevention and intervention in interpersonal youth violence." Six responsibilities of the group are given as well as membership recommendations. (JBJ)

ED 391 998 CG 026 829

Ellerbrock, Linda Kay
The Difference in Self-Esteem between Type I Diabetics and Type II Diabetics.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Diabetes; Diseases; Personality Traits; Physical Health; Physiology; *Self Esteem; Special Health Problems

Diabetes Mellitus is a disease which can affect an individual both physically and emotionally. Type I diabetics, representing about 10% of the diabetic population, can be characterized as having little or no insulin supply in their pancreas. Usually under the age of 30, they are required to take one or more insulin injections daily and must follow a strict exercise and diet regime. Type II diabetics, representing 90% of the diabetic population, can be characterized as having some insulin in their pancreas and may be able to survive on oral insulin medication, diet or exercise. Diabetes affects an individual emotionally in different ways and at different times in an individual's life. The more diabetics come to terms with their illness the better they fell about themselves. This paper discusses the emotional differences between Type I and Type II diabetics. It was hypothesized that Type I diabetics would have

IDENTIFIERS- *Text Factors

Students in three levels of high-school physics classes (advanced, regular, and general) were studied as they learned concepts about gravity, balanced forces, and projectile motion to examine the effect of text and instructional techniques, such as prediction and labs, on learning. Reading appeared to be an effective influence on learning information about projectile motion for advanced classes only, and other influences on learning, such as prediction and labs, were not effective. Analyses of observational and interview data suggest the following conclusions about why the instructional practices studied were ineffective: (1) students prefer to maintain their intuitive conceptions rather than undergo conceptual change; (2) students adopt a task-oriented rather than concept-oriented approach to laboratory explorations and other learning experiences; (3) students in the advanced classes had more resources for understanding counterintuitive concepts than students in regular/general classes; and (4) textual materials used in science classes could be improved. (Contains 24 references and 5 tables of data. Examples of test questions are attached.) (Author/RS)

ED 392 019 CS 012 352

Sonnenschein, Susan; And Others
Strands of Emergent Literacy and Their Antecedents in the Home: Urban Preschoolers' Early Literacy Development. Reading Research Report No. 48.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Emergent Literacy; *Family Environment; *Family Influence; Longitudinal Studies; Parent Attitudes; *Preschool Children; Preschool Education; Reading Research; Sociocultural Patterns; *Socioeconomic Influences; Urban Education
IDENTIFIERS- Maryland (Baltimore); Phonological Awareness; Print Awareness

This report considers preschool children's early literacy-related competencies. The data are from the first 2 years of the Early Childhood Project, a longitudinal investigation following preschool children from different sociocultural groups in Baltimore, Maryland, through their transition into the early years of elementary school. Children were tested in 14 early literacy-related competencies during the spring of both their pre-kindergarten and kindergarten years. The tasks measured aspects of an Orientation towards Print, Phonological Awareness, or Narrative Competence. Some of the tasks used were standard reading readiness measures. A second series of analyses considered the relation between home practices/experiences and emergent literacy development. Children were tested to see whether being brought up in a home predominantly oriented toward the view that literacy is a source of entertainment is more or less likely to develop an Orientation towards Print, Phonological Awareness, of Narrative Competence than a child being brought up in a home where literacy is more typically viewed as a set of skills to be acquired. These different approaches to literacy were derived from parents' answers to questions about how to help foster reading as well as a review of the children's home activities. Taking an approach that literacy is a source of entertainment

May, Charles E.
The Short Story as HyperStory.
PUB DATE- Mar 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Heuristics; Higher Education; *Hypermedia; Literary Criticism; *Reading Programs; *Short Stories; Student Needs
IDENTIFIERS- Computer Assisted Writing; Poe (Edgar Allan); *Text Processing (Reading); Writing Prompts

A software application called HyperStory is a reading program for short fiction which has proved to be effective in the classroom. In 3 years of use, over 300 students have tried it out. Part of the reason for its suitability for helping students develop short story reading skills lies in the relationship between the computer technology known as hypertext and some basic historical/generic characteristics of the short story since its beginning with Edgar Allan Poe. HyperStory exploits the generic characteristics of the short story, compelling students to "slow" down their reading and construct spatial nets out of the seeming temporal flow of the story. With Poe's "The Cask of Amontillado" as an example, the student is guided step-by-step through the program. Based on student observation, some of the reasons for HyperStory's success are: (1) readers cannot skim to the end of the story; (2) students reading at the computer put themselves in a more serious analytical state of mind; (3) students are less apt to "drift off" to other matters when reading on a computer screen; (4) students are encouraged to pause as they are reading to reflect back on the story; (5) readers are apt to feel a closer sense of interaction with the computer than with a book; (6) HyperStory creates the illusion that it is the story, not the teacher, asking the questions; and (7) students are able to transfer their experience with the heuristic prompts embedded in the HyperStory format to stories outside the format. (TB)

ED 392 039 CS 215 171

Fretz, Barbara L.
The Effects of Accelerated Learning on Tertiary Students Learning To Write.
PUB DATE- 95
NOTE- 22p.; Paper presented at the Educational Research Association Conference (9th, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Higher Education; Music; Neurological Organization; *Psychoeducational Methods; Reading; Relaxation Training; *Suggestopedia; *Writing Ability; *Writing Instruction; Writing Research
IDENTIFIERS- Research Suggestions; Teaching Research; Whole Brain Learning

A study investigated how Accelerated Learning (AL), a teaching methodology that purports to increase the quantity and improve setting the stage for a new internationalism and a postmodern sense of questioning human truth and values. Contains 23 notes and 86 references. (TB)

ED 392 057 CS 215 222

Yon, Nancy K.
Using Computer Assisted Instruction To Teach Grammar through Magazine Writing to Students in Grades Two and Three.
PUB DATE- Jul 95
NOTE- 117p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audience Awareness; *Computer Assisted Instruction; *Cooperative Learning; Grade 2; Grade 3; *Grammar; Journalism; Layout (Publications); Periodicals; Primary Education; Student Developed Materials; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- Florida (South); *Magazine Writing

This practicum investigated whether using whole language, cooperative learning, CAI, and an authentic audience to create a magazine would help second and third grade students to learn punctuation skills. The practicum was implemented at a private, south Florida summer computer camp to two different target groups of eight elementary students. Both groups were in the morning sessions of the camp. The students ranged in ages from 6 to 8 years old, and all students had at least some exposure to computers prior to attending the summer computer program. Targeted students each wrote an article for the magazine. Three objectives were developed: (1) that all members of the target group would improve their punctuation of sentences, specifically periods, capital letters, commas, and question marks; (2) that all members of the target group would write an article for a magazine that was completely free of capitalization and punctuation errors; and (3) that members of the target group would produce a camp magazine containing articles and graphics. Most of the targeted students met these objectives. Results of the practicum indicated that integrating computers into classroom magazine writing provided the correct environment for learning punctuation skills. (Contains 6 tables, 56 references, and 8 appendixes of research material, including surveys, software evaluations, lesson plans, and the magazine students produced.) (Author/TB)

ED 392 058 CS 215 223

Moss, Barbara
Using Retellings To Assess Children's Comprehension of Expository Text.
PUB DATE- 3 Dec 93
NOTE- 8p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Childrens Literature; Elementary Education; *Elementary School Students; *Nonfiction; *Reading Comprehension; Reading Research
IDENTIFIERS- *Expository Text; Ohio (Northeast); Reading Behavior; *Retelling; Trade Books

A study examined how well children in grades K-5 comprehended

Twice Blessed, Doubly Oppressed: Women of Color in Academe.
PUB DATE- Nov 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Black Teachers; Epistemology; *Faculty Development; Faculty Workload; *Females; Feminism; Higher Education; *Minority Groups; Organizational Communication; Personal Narratives; *Racial Bias; Sex Bias; Teacher Student Relationship
IDENTIFIERS- *Feminist Criticism; Gender Issues; People of Color; *University of Colorado

Focusing on academia as an organizational entity, this paper discusses feminist standpoint epistemology (FSE)--defined as the idea that the world looks different depending on the individual's vantage point--and offers tools to transform teaching and research endeavors in organizational communication. It also offers extended excerpts about the experiences and challenges faced by a Black female faculty member at the University of Colorado. The paper centers discussion around Sandra Harding's (1991) conception of FSE: (1) advocating using women's lives as a foundation for constructing knowledge; (2) demanding that academe allow women to speak from and about their views of reality; and (3) using women's everyday lives as a basis for criticizing dominant claims based on men's lives. The paper argues that there are many reasons why FSE should be incorporated into the study of organizational communication, a field that has been known to greet feminism with silence. The paper also states that gender studies in organizational communication tend to assess gender as an independent variable rather than a social construct. The paper addresses a range of issues that have influenced this particular faculty member, including the difficulty of knowing when to take issue with inaccurate comments; how and when to contest inappropriate styles of management; how to deal with those who question her abilities, implicitly or explicitly; and how to manage the social demands on her as a black woman faculty member in a largely white university. (Contains 58 references.) (TB)

ED 392 078   CS 509 172

Frymier, Ann Bainbridge; Thompson, Catherine A.
Using Student Reports To Measure Immediacy: Is It a Valid Methodology?
PUB DATE- Nov 95
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Apprehension; Communication Research; Higher Education; *Individual Differences; *Research Methodology; Self Esteem; *Student Evaluation of Teacher Performance; *Teacher Behavior; Undergraduate Students; *Validity
IDENTIFIERS- *Communication Behavior; *Teacher Immediacy

(4) The Hateful and the Hated: The Jehovah's Witnesses and the Emergence of a National Policy; (5) The Curious Rise and Fall of Group Libel in America, 1942-1952; (6) Free Speech Triumphant: From "Beauharnais" to Skokie, 1952-1978; (7) The Campus Speech Codes: Hate Speech in the 1980s and 1990s; and (8) Hate Speech and the American Community. (NKA)

ED 392 096 CS 509 190

Minow, Newton N.; LaMay, Craig L.
Abandoned in the Wasteland: Children, Television, and the First Amendment. First Edition.
PUB DATE- 95
NOTE- 248p.; A study conducted for the American Academy of Arts and Sciences.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- *Audience Awareness; *Child Advocacy; Childhood Needs; *Childrens Television; Government Role; Legal Responsibility; Mass Media Role; *Programming (Broadcast); Sex; *Television Viewing; Violence
IDENTIFIERS- Childrens Television Act 1990; Educational Issues; First Amendment; *Public Interest

This book argues that it is time for Americans to rebuild their television system and that translating the public interest into a commitment to the nation's children will take time, education, and public debate. The book affirms that American adults need to consider what public interest means with respect to those who are too young to vote, who are barely literate, who are financially, emotionally, and even physically dependent on adults--children, in other words. Although the commercial interests dominating television today argue that the Constitution gives them the right to broadcast whatever they wish, the book points out that this is a false application of the First Amendment. The book also points out that broadcasters are required by law to serve the public interest, and that the Supreme Court and Congress regard service to children as a broadcaster's obligation under law. The book argues that the First Amendment can be used on behalf of children, to help make television a force that will nurture and not harm them. It offers many workable ideas for an effective children's television policy (America is alone among the Western democracies in not yet having one) and for new ways to ensure that the nation's children travel safely on the information superhighway. Appendixes contain "A Bill for Children's Telecommunications" and "The Wasteland Speeches, 1961 and 1991." (NKA)

ED 392 097 CS 509 191

Postman, Neil
The End of Education: Redefining the Value of School.
PUB DATE- 95
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Cultural Maintenance; *Educational Change; *Educational History; *Educational Objectives; *Educational Trends; Language Role; Multicultural Education; Relevance (Education); Social Integration; *Student Development; Value Judgment

discusses their implications. Chapters 5 through 9 outline guidelines for student records, discipline, minimum competency testing, sport participation, and child abuse. Appendices contain a table of 1995 federal circuit courts and a table of Supreme Court appointments (1965-95). Eight tables, a table of cases and an index are included. (LMI)

ED 392 115 EA 027 334

Buechler, Mark
Charter Schools: Legislation and Results after Four Years. Policy Report PR-813.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Jan 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; *Charter Schools; Educational Innovation; Elementary Secondary Education; Enrollment Trends; *Institutional Autonomy; Nontraditional Education; Parent Participation; Privatization; *School Choice; *School Demography; *State Legislation
IDENTIFIERS- *Indiana

As of September 1995, a total of 19 states had passed charter school legislation and 226 charter schools were operating. This document presents an overview of state legislation and describes the status of charter schools in operation in the United States. Chapter 1 provides background information on charter schools--a discussion of trends leading to the charter school movement, a definition of charter schools, and arguments for and against the reform. Chapter 2 analyzes charter school laws in all 19 states, with a focus on elements of the laws that make development of charter schools more or less likely, amendments to charter school laws over the years, and trends in 1995 legislation. The progress and demise of charter school legislation in Indiana during the 1995 session of the General Assembly are examined in the third chapter. Chapter 4 summarizes and analyzes the existing research on approved and operating charter schools around the country, including information on school type and size, student population, educational approaches, barriers to formation, parent involvement, effect on the public school system as a whole, and student achievement. Recommendations for policymakers are offered in chapter 5. Findings indicate that charter schools serve a student population comparable to the overall public school population in terms of race and socioeconomic status. They offer a variety of educational innovations. The two main barriers to implementation are lack of capital funds and lack of legal/business expertise. Any link between charter school organization and student achievement has yet to be documented. Five tables are included. The appendix contains a list of contact people and organizations. (Contains 29 references.) (LMI)

ED 392 116 EA 027 336

Rusch, Edith A.; Marshall, Catherine
Gender Filters at Work in the Administrative Culture.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

provide a slightly superior educational experience for students in terms of enhancing reading ability as well as in terms of increasing the bottom of the range of scores within a school. Parents of both school types generally supported their respective school programs and calendars. Student academic performance in multitrack year-round schools over a 6-year period exceeded the performance of students in traditional schools, while nonacademic outcomes were roughly equal. The findings also identified issues that required more attention--issues of support services, inservice and professional development, staff collaboration and communication, and vacation time. However, administrators believed that these difficulties could be overcome by utilizing different communication strategies, by changing the timing of inservice activities, by extending school activities into the community, or by sponsoring a variety of public events. Some criteria for examining the efficiency of school schedules are suggested. Clarification of the distinctions between those school differences that are conceptual and those that are operational is important. Three tables are included. (Contains 24 references.) (LMI)

ED 392 137 EA 027 364

Daresh, John C.
Mentoring of Beginning School Principals and Teachers: Solution to a Dilemma.
PUB DATE- Jan 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Educational Association of South Africa (Pochefstroom, South Africa, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Collegiality; Elementary Secondary Education; Foreign Countries; *Leadership; Leadership Training; Management Development; *Mentors; *Professional Development; *School Administration

This paper identifies four common dilemmas that educators face across the globe: (1) meeting political demands for increased effectiveness and productivity; (2) providing education in ways that are consistent with the realities of diversity; (3) maintaining a focus on moral and ethical practice; and (4) determining the proper balance between individual rights and collective social order. The paper considers how effective educational leadership might be of value in addressing these issues. It presents the concept of "spiritual leadership," in which the administrator sees with the "two eyes" of management and leadership. Spiritual leadership might be allowed to flourish in educational settings through engaging in reflection on one's practice, pursuing academic learning, and developing a personal belief platform. The potential of mentoring as a useful strategy for facilitating spiritual leadership is highlighted. (LMI)

ED 392 138 EA 027 365

Neal, Richard G.; Boyd, Den
School Based Management: A Training Guide for Site Committees.
PUB DATE- 93
NOTE- 105p.
LANGUAGE- English

whether the search is justified at its inception and permissible in scope. This paper presents findings of a study that assessed public school principals' knowledge and understanding of the "T.L.O." standard. An instrument comprised of 10 vignettes was mailed to 203 principals in urban schools and to 251 principals in suburban schools. They were asked to indicate whether the search in each situation was justified at its inception and permissible in scope. They were also asked to indicate the sanctions that would be imposed for search-and-seizure policy violations across school settings and sizes. Findings indicate that public school principals possess limited knowledge and understanding of the "T.L.O." standard of reasonable suspicion. Although very little relationship was found across school sizes regarding sanctions they would impose, principals in city schools appeared to favor imposing more severe sanctions than their suburban counterparts, especially with regard to exclusion of students for more than 10 school days. Recommendations for further study are offered. Seven tables are included. Appendices contain a copy of the questionnaire, a list of court cases for the 10 selected vignettes, statistical findings, and copies of letters to the principals. (Contains 91 endnotes and 15 references.) (LMI)

ED 392 158 EA 027 387

Gill, Barbara A.
Educators and Visionaries: Women Educational Leaders in Action.
PUB DATE- Oct 95
NOTE- 19p.; Paper presented at the Conference of Atlantic Educators (St. John's, Newfoundland, Canada, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Collegiality; *Educational Administration; Elementary Secondary Education; Females; Feminism; Foreign Countries; *Leadership; *Leadership Styles; Principals; Sex Bias; *Women Administrators
IDENTIFIERS- *New Brunswick

Over the past two decades women have demanded greater access to positions in educational administration. This paper presents findings of a study that examined the experiences of women teachers seeking administrative positions in New Brunswick, Canada. Specifically, the paper explored the women's views about leadership and the ways in which they tried to carry out their responsibilities. Data were gathered through interviews with 29 women educators, 19 of whom were in administrative positions. Respondents stressed the importance of teaching, teamwork and collaboration, communication, and the empowerment of others. A review of literature on gendered leadership styles is presented. A conclusion is that although much of the literature suggests that women and men lead differently, it is important to avoid stereotyping. Rather, the educational community must: (1) value the variety of leadership skills; (2) educate school boards and the public as to what constitutes effective leadership; and (3) incorporate women's leadership skills into practice and administrative programs. (Contains 17 references.) (LMI)

ED 392 159 EA 027 388

Steck, Barbara A.
Impact of Decreased Operational Funds on Educational Change in an Ohio School District.

and views issues as subjective and socially created by people's perceptions); and critical theory (which combines radical humanism and radical structuralism to emphasize ways that ideological structures affect human thought and action and invite radical change). The paper uses case studies of two special needs students to illustrate the need for special educators to collaboratively integrate all three paradigms in their use of special education practices. An analysis of the case studies examines quantification for placement, one-way communication, and categorical placements. Justification for several current practices and recommended alternatives for others are provided. (Contains 30 references.) (DB)

ED 392 179 EC 304 609

New York State Directory of Higher Education Services for College Students with Disabilities.
PUB DATE- Sep 95
NOTE- 747p.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Education; *Ancillary School Services; Assistive Devices (for Disabled); College Students; *Disabilities; Higher Education; Private Colleges; Proprietary Schools; Public Colleges; State Universities; *Student Personnel Services
IDENTIFIERS- City University of New York; *New York; State University of New York

This directory provides a comprehensive guide to special services offered to assist students with disabilities at 235 postsecondary institutions in New York State, based on a 1994 survey. Part 1 provides two listings of the included institutions, one alphabetical and one by sector--State University of New York, City University of New York, independent, and proprietary. Part 2 provides summaries of services offered by each institution listed alphabetically within each sector. Part 3 provides tables of services by category, to allow the user to determine which institutions offer a particular type of service. Examples of services listed include: campus orientation and training services; peer support groups; remedial courses designed for students with disabilities; wheelchair accessibility; special equipment available; experiences for students with disabilities who plan to attend college; special services available with or without cost; and strobe warning/attention lights. (DB)

ED 392 180 EC 304 610

Reganick, Karol
Using Adventure-Based Cooperation Training To Develop Job Related Social Skills for Adolescents with Severe Behavioral and Emotional Problems.
PUB DATE- 95
NOTE- 86p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adventure Education; Aggression; Behavior Change; *Behavior Disorders; *Cooperative Education; Cooperative Learning; Education Work Relationship; *Emotional Disturbances; *Interpersonal Competence; *Job Skills; Prevocational

Learning Disabilities. ERIC Digest #E540.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 4p.; For companion mini-bibliography, see EC 304 629.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Reading; Cultural Differences; Decoding (Reading); Difficulty Level; *Learning Disabilities; *Phonology; Primary Education; *Reading Instruction; Teaching Methods; Word Recognition
IDENTIFIERS- ERIC Digests

This digest provides basic information on phonological awareness in the process of learning to read for students with learning disabilities. It considers how phonological awareness fits into this process and the special problems experienced by children with learning disabilities or from culturally diverse backgrounds. Suggestions for teaching phonological awareness focus on characteristics of a word which make it easier or more difficult to read. The importance of direct instructional support and modeling the correct sounds is also stressed. (DB)

ED 392 198 EC 304 629

Readings and Resources about Reading Instruction for Young Children with Learning Disabilities. Companion Mini-Bibliography to ERIC Digest #E540. ERIC Minibib.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 6p.; For the companion digest, see EC 304 628.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Reading; Internet; *Learning Disabilities; Organizations (Groups); Primary Education; *Reading Instruction; Scholarly Journals; Teaching Methods

This annotated bibliography and resource guide lists 29 references concerning reading instruction of young children with learning disabilities. Items include articles, books, and research reports, dating from 1988 through 1994. Items are listed alphabetically by author. Each listing includes bibliographic information and a brief abstract describing the item's contents or reporting major findings. Also included are a list of four relevant journals; five organizational resources; and several Internet resources including listservs, an electronic newsletter, newsgroups, and sites on the World Wide Web. (DB)

ED 392 199 EC 304 630

Drill, Janet, Comp.; Sorenson, Barbara, Comp.
Readings and Resources on Autism. ERIC Mini-Bib.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information

social motivation, and supported use of integrated community-based recreation programs in the summer. (Contains 20 references.) (DB)

ED 392 218 EC 304 649

Moery, Kathryn
WE CARE: Mentoring-the-Mentor for Effective Family/Professional Collaboration and Team Building.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Cooperation; Elementary Secondary Education; *Family School Relationship; Meetings; *Mentors; Models; Partnerships in Education; *Special Needs Students; *Teamwork
IDENTIFIERS- *Parent Provider Relationship

This guide for building family/school/community partnerships uses a model in which family members and professionals are seen as mutual mentors in partnerships built on mutual caring, trust, and respect in the effort to work collaboratively toward self-sufficiency for children with disabilities. Basic ground rules for successful team relationships are listed, with practical tips for implementation. The rules include: get to know all members/potential members of the team; plan "huddles" (school meetings) at least 6 weeks in advance; prepare a written input statement including the team member's perspective regarding the child; tape record the meeting; engage in active listening; use clear, simple, and direct language; ask questions to clarify confusing/conflicting information; gain the perspective of others; engage in creative problem-solving; and recognize the validity of the child/family members' opinions. The interchangeable roles of coach, cheerleader, and referee on the team are distinguished. Special functions of the team captain or co-captains (who should be an older child or a family member) include minimizing surprises, emphasizing the child's strengths and capabilities, and engaging in action planning. (DB)

ED 392 219 EC 304 650

Inos, Rita Hocog; Quigley, Mary Anne
Research Review for Inclusive Practices.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Educational Policy; *Educational Principles; Elementary Secondary Education; Family School Relationship; *Inclusive Schools; Institutional Characteristics; Mainstreaming; Program Development; Regular and Special Education Relationship; School Community Relationship; Social Integration; Teamwork

This brief review of principles of inclusive educational practices for students with disabilities explains what

*Instructional Materials; *Reading Instruction; *Sex Differences; *Sex Stereotypes; *Textbooks
IDENTIFIERS- Great Britain

This paper analyzes representation of females in reading texts for children. Two theoretical approaches are contrasted that focus on one particular critique of gender representation in school reading materials, and a detailed, gender analysis is presented of "Story Chest," a graded reader, used in England since 1972 after successful use in Australia and New Zealand. Findings reveal that the content of textbooks still appears to be male and white-race dominated. Although "Story Chest" does present some minority groups, there is a gross under-representation of women and a stereotypical treatment of those who do appear as main characters, yet it is considered a good beginning. A model for non-sexist innovation in children's readers is presented. (Contains 26 references.) (NAV)

ED 392 239 FL 023 551

Kelly, Virginia
Reading To Learn: Study Reading for All?
PUB DATE- 92
NOTE- 11p.; In: Perspectives on Reading. CLE Working Papers 2. For complete volume, see FL 023 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Countries; Higher Education; *Learner Controlled Instruction; Learning Disabilities; *Reading Centers; Reading Difficulties; *Reading Improvement; *Reading Strategies; Secondary Education; Task Analysis; *Teaching Methods
IDENTIFIERS- *University of Southampton (England)

This paper discusses the concept of "study reading" as used at a learning disabilities clinic at the University of Southampton, England. Study reading is defined as attentive reading to learn and remember, as different from reading that is performed simply to follow a narrative or browsing for one's own, self-set purposes. Results obtained with learning disabled students and their teachers are examined, such as accident black spots. The students are first offered a general attack plan for approaching new reading assignments. Next, the focus is on the connection between what they are reading and how they will use this new information. This task analysis gives them a clearer idea of what they are reading; it is accompanied by highlighting and note-taking. Teachers who work with these students often feel inadequate to this helping task, but it is often just a matter of working with knowledge they already have, but do not recognize. A list of teacher-helpful texts for teachers and students is appended. (Contains references.) (NAV)

ED 392 240 FL 023 552

Blue, George
Reading in a Foreign Language: A Self-Access Approach.
PUB DATE- 92
NOTE- 14p.; In: Perspectives on Reading. CLE Working Papers 2. For complete volume, see FL 023 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Countries; *Independent Study;

PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Course Content; Curriculum Design; Curriculum Guides; Elementary Secondary Education; *English (Second Language); *Instructional Materials; Language Arts; Literature Appreciation; *Media Selection; Multicultural Education; National Surveys; *Reading Materials; Resource Centers; Second Language Instruction; *Statewide Planning; Teaching Guides

A national survey was undertaken in 1993 to discover what approaches and materials state agencies recommend in the teaching of reading and literature to students in elementary and secondary school bilingual and English-as-a-Second-Language (ESL) programs. The report summarizes the study methodology and findings in these areas: existence and content of a state curriculum guide of framework for bilingual/ESL programs; enrollments of limited-English-proficient (LEP) students; instructional support offered by the state in the form of teacher handbooks, materials addressing specific LEP populations; adherence to local control in bilingual/ESL instruction; alignment of bilingual/ESL programs with English language arts programs; use of multifunctional resource centers; workshop and conference offerings for bilingual/ESL teachers; use of core instructional materials lists; and common issues encountered by state ESL/bilingual program directors, including reorganization and reduced resources, lack of trained teachers, difficulty in collecting and disseminating useful "fugitive" material within the state, and time pressures. A brief bibliography is included, and summaries of survey findings and lists of relevant state publications are appended. (MSE)

ED 392 261 FL 023 596

Schneider, Elke
From Grammatical Competence to Grammatically Correct Performance: An Empirical Study with Regard to the English Future Tense System.
PUB DATE- Apr 93
NOTE- 159p.; Master's Thesis, Miami University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Communicative Competence (Languages); English (Second Language); Foreign Countries; German; Grade 10; *Grammatical Acceptability; High Schools; High School Students; Language Research; Language Tests; Language Usage; Linguistic Theory; Second Language Learning; Statistical Analysis; *Tenses (Grammar); Testing; Test Results; *Transfer of Training; Verbs
IDENTIFIERS- Germany

This thesis focuses on the transferability of grammatical competence to grammatically correct performance in the future tense in 10th grade German students who were learning English as a Second Language. The goal was to suggest an empirical contribution to the issue of whether implicit or explicit knowledge of grammatical rules or grammatical competence has any direct impact on its correct application in grammatical performance. Student communicative effectiveness was assessed using a passive grammar test, an implicit/explicit test, and a performance letter writing test with focus on content. Results indicate that 93.3% of students gave evidence of a transfer of

*Cultural Pluralism; Educational Needs; *English (Second Language); Foreign Countries; Grouping (Instructional Purposes); *Heterogeneous Grouping; *Limited English Speaking; Mathematics Instruction; Minority Groups; Science Instruction; Second Language Instruction; Second Language Programs; Social Studies; Student Characteristics; Student Evaluation; Student Needs; Teacher Role; Teaching Methods; Transitional Programs
IDENTIFIERS- Content Area Teaching; *Language Minorities

The book is an introduction to the teaching of students whose first language is not English, especially limited-English-proficient (LEP) students, in the regular classroom. An introductory chapter defines terms, offers guiding principles, and outlines issues in the education of this population. The second chapter looks at the characteristics of LEP students, including issues in their linguistic, cognitive, and academic development and in their assessment. The third chapter examines more closely several issues in cultural and linguistic diversity in the classroom, and the organization of classroom activity to be culturally sensitive. Chapter 4 examines alternatives to mainstreaming LEP students, particularly bilingual education, English-as-a-second-language programs, and sheltered subject area instruction. Strategies for integrating oral and written language learning is the focus of Chapters 5 and 6. Three subsequent chapters address integration of language learning with specific subject areas: social studies; science; and mathematics. Finally, the role of teachers in the development of linguistic, cognitive, and academic skills of LEP students is explored; characteristics, competencies, and techniques of effective mainstream teachers are reviewed here. A substantial bibliography is included. (MSE)

ED 392 282 FL 023 630

Yardley, Gabriel A. J.
Poetry, Painting and Conversation in Comparative Compositions. (An Exercise in Integrating Discourse Markers).
PUB DATE- 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Appreciation; Class Activities; Classroom Techniques; *English (Second Language); Higher Education; Oral Language; *Poetry; Second Language Instruction; Skill Development; Speech Skills; *Writing (Composition); *Writing Instruction

An oral activity designed to help prepare college students of English as a second language for assignments and rhetorical strategies for essay writing is described. The activity, which comprises several tasks and can require up to two class periods, requires students to compare and contrast a painting and a poem that have a common theme or aspect. Pre-writing tasks include paired observations and note-taking on specified aspects of the works, then oral comparisons using specific sentence- and clause initial discourse markers and transitions (e.g., "similarly, moreover, therefore"). Written tasks include: a 20-minute free-writing session in which students write a summary of the comparison, using the discourse markers; an exchange of summaries with partners and a revision using alternative discourse markers; and a homework assignment basic arithmetic problems. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 305 FL 801 065

Instructivo del Alfabetizador: Poblacion Rural (Reading and Writing Instruction: Rural Population).
PUB DATE- Aug 90
NOTE- 320p.; For related documents, see FL 801 047-068.
LANGUAGE- Spanish
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Folk Culture; Foreign Countries; *Functional Literacy; Instructional Materials; *Literacy Education; Native Language Instruction; Popular Culture; *Rural Population; Spanish Speaking; Workbooks
IDENTIFIERS- *Mexico

This Mexican series of instructional materials is designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. The reading/writing workbook is presented in two volumes along with a teacher's manual for an adult literacy program directed at rural inhabitants of Mexico. Pictures and fill-in-the blank exercises appear frequently in the book. Topics covered include family and community life; food, nutrition, health, and hygiene; work and the connection between rural and urban life; and traditions and popular culture. These materials are designed to support and motivate adult students while they learn to read, write and do basic arithmetic problems. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 306 FL 801 066

Aprendamos juntos: Cuaderno de trabajo. Primera parte (Let's Learn Together: Workbook. Part One).
PUB DATE- 85
NOTE- 573p.; For a related series, see FL 801 047-065.
LANGUAGE- Spanish
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Course Content; Foreign Countries; *Independent Study; Instructional Materials; Native Language Instruction; Skill Development; *Spanish Speaking; *Vocabulary Development; Writing Skills
IDENTIFIERS- *Mexico

This workbook is part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. This workbook focuses on teaching initial sounds and letters and moves on to simple words and sentences. The unit on mathematics goes over simple numeracy. The workbook units are organized around Spanish vowels and sounds in common spanish words, such as pinata, tortilla, and casa. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 307 FL 801 067

Aprendamos juntos: Cuaderno de trabajo. Segunda parte (Let's

Democratic Republic of Sudan, and is designed to assist college admissions officers and registrars in the United States with the admission and placement of students from that country. The report contains general information on the geography, history, and people of Sudan, as well as more specific information on the country's elementary and secondary education system. Primary education consists of six years of instruction, and may be followed by instruction in highly-selective three-year intermediate schools or two-year youth vocational centers. Students who pass the intermediate school certificate may enter either a three-year academic secondary school, a technical secondary school, a vocational training center, or a teacher training institute. The postsecondary education system consists of 17 universities (including one women's college), two technical institutes, and a nursing college. Grading systems vary by level of instruction and institution. Two appendixes provide information on educational credentials required for admission to American universities and sample credentials and diplomas. A map of Sudan is included. (MDM)

ED 392 327 HE 028 915

Twenty-Ninth Annual Rank-Order Distribution of Administrative Salaries Paid, 1995-96.
PUB DATE- Jan 96
NOTE- 162p.; For previous edition, see ED 377 751.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Administration; Comparative Analysis; Compensation (Remuneration); Higher Education; National Surveys; *Salaries; *Salary Wage Differentials; *State Universities; Statistical Data

This report presents comparative data collected from 98 state-supported universities in 47 states, and 38 university systems representing 30 states, on the administrative salaries they paid in 1994-95. The salaries are presented in rank-order (from highest to lowest) to facilitate comparisons of a participant's relative standing with other universities. Salaries are reported only for full-time administrators. The report includes officers whose responsibilities and functions range from that of a director of a single office to the university president. Statistical data, comprising nearly the entire report, are divided into three main sections. The first section provides the ranking of salaries paid among all participating universities, including the average of those salaries paid at institutions belonging to the National Association of State Universities and Land-Grant Colleges. The second section is a series of tables showing the salaries paid among the 98 participating institutions, first presented overall and then by the nine geographic regions defined by the Equal Employment Opportunity Commission. The third section comprises a table of salaries paid to the university system officers. An index is included. (MDM)

ED 392 328 HE 028 916

Igniting a Spark for Higher Education. The Freshman Year Experience. Proceedings of the Annual Conference (15th, Columbia, South Carolina, February 16-20, 1996).
PUB DATE- 96
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.

Qualifications; Faculty Evaluation; *Faculty Recruitment; Goodness of Fit; Higher Education; Labor Turnover; *Personnel Selection; Portfolios (Background Materials); Scholarship; *Search Committees (Personnel)
IDENTIFIERS- Teacher Portfolios

This book is designed to serve as a practical guide for the recruitment of college faculty. The 14 chapters are entitled: (1) "Recruiting in Higher Education"; (2) "Ethical Guidelines for Recruiting"; (3) "Planning: Taking Stock and Looking Ahead"; (4) "The Unique Nature of Your Position"; (5) "Recognizing Good Teaching"; (6) "The Teaching Portfolio"; (7) "Evaluating Scholarship and Artistic Performance"; (8) "Organizing the Search Committee and Getting Started"; (9) "Developing a Pool of Candidates"; (10) "Screening Candidates and Selecting Semi-Finalists"; (11) "Identifying Final Candidates and Selecting Campus Visitors"; (12) "The Campus Visit"; (13) "Concluding the Search: Hiring, Reopening, or Closing"; and (14) "Retaining Your New Hire." Each chapter contains a checklist of main points, a hypothetical case exercise, and a list of references and recommended readings. (Contains 94 references.) (MDM)

ED 392 345 HE 028 943

Great Expectations: Employment Issues and Trends for Young College Graduates.
PUB DATE- Jan 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *College Graduates; Demography; Educational Trends; Education Work Relationship; *Employment Opportunities; *Employment Patterns; Employment Projections; Higher Education; Income; Labor Market; Population Trends; Trend Analysis
IDENTIFIERS- *Minnesota

As the Minnesota and national economy become more reliant on knowledge than raw materials, the need for educated employees with sophisticated, flexible skills will rise. In the 1980s the second and larger half of the baby boom generation completed college and entered the work force. Despite the rapid increase in the young college-educated population during the 1980s, Minnesota successfully absorbed its young graduates into the workforce. A college degree remains and will continue to be a valuable employment asset in today's labor market. The median income among 25- to 34-year-old college graduates working full time is more than 50 percent greater than the median among high school graduates. In looking to the future, occupations that are projected to grow the fastest both nationally and in Minnesota are those that require the highest levels of education. Demographic trends also influence employment prospects. Between 1990 and 2000, the number of 25-to-34 year old Minnesotans is expected to fall by almost 23 percent limiting the number of new college graduates entering the workforce. Traditional measures of labor market performance all indicate that young college graduates have fared quite well economically and will continue to do so. (JB)

ED 392 346 HE 028 944

Loope, David R.
Credit Hours to Degree: Comparative Data for Baccalaureate Degree

in obtaining and advancing in employment. Both groups also indicated that some DSOs of moderate importance in obtaining employment might be of great importance in advancing in employment. In all cases, educators consistently rated DSOs at the same level of importance or of slightly higher importance than did the employers. The DSOs of personal hygiene and appearance, punctuality, dependability, a positive attitude, successful on-the-job task completion, and respect for authority were deemed most important in obtaining employment by both employers and educators. Both rated dependability, a positive attitude, punctuality, and successful on-the-job task completion to be the most important for advancing in employment. In fact, these survey items were rated even higher for advancing in employment than they were for obtaining employment. On the whole, employers and educators rated current job applicants as satisfactory on all DSOs but two. There seemed to be some differences in the way respondents rated the DSOs based on their group membership: region of state, race/ethnicity, and gender. (Appendixes include desired system characteristics, action commitments, instruments, and sampling techniques.) (YLB)

ED 391 882   CE 070 659

Strategic Planning 1992-1994.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advisory Committees; Educational Legislation; *Educational Planning; Educational Strategies; Federal Legislation; Futures (of Society); Human Resources; *Labor Force Development; Postsecondary Education; Program Evaluation; Secondary Education; State Agencies; *Statewide Planning; *Strategic Planning; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Georgia Council on Vocational Education

The Perkins Act mandated the Georgia Council on Vocational Education (GCOVE) as an independent agency strictly responsible for assessment, evaluation, and advisement in the area of vocational and technical education. Planning was always an integral part of the way GCOVE did business. In 1992, agencies larger than GCOVE and with whom GCOVE worked on a routine basis became involved in strategic planning. GCOVE availed itself of the services of the newly created Division of Strategic Planning. By the end of the process, GCOVE had tracked trends in Georgia, the nation, and the world and had looked at the impact that these would have on its mission. Members and staff had come to consensus on a shared view of the future, and they had looked at what types of human resource development (HRD) might be needed to meet that future. With a vision and mission clearly delineated, the participants focused on developing an action plan that included strategic directions, strategic objectives, and strategies. The process benefited GCOVE in a number of ways: defining a core set of beliefs; providing an opportunity to discuss and examine the provisions of the Perkins Act; clarifying to staff what the limitations were in terms of human capital and financial resources; clarifying that no comprehensive coordination of HRD was occurring in Georgia; and identifying new ways in which GCOVE could address Perkins Act mandates. Four strategic directions were identified for 1993-94. (YLB) enforcement officers and support staff in a county in North Central Florida. Results of a survey and pretest indicated a need to design and implement a program to address the large number who had low opinions and high unproductive time ratings for their use of the IS. An introductory IS training manual presented eight modular, instructional lessons. Targeted users spent a 1-hour block twice each week per lesson for 8 weeks. After targeted users had completed all lessons, users were administered a postsurvey on their opinions and evaluated on knowledge, opinion ratings, and unproductive time on the IS. Findings indicated that two of three objectives were met. Two or fewer targeted users rated their opinions for training received as less than adequate and scored less than 70 percent mastery on a knowledge test. Three users did not meet the 15 percent unproductive time criterion. (Appendixes include the needs analysis presurvey, raw data, IS knowledge pretest, implementation log, and IS training manual. The manual contains eight lessons that consist of learning objectives, subject content, skill exercises, and multiple choice mastery tests.) (YLB)

ED 391 901 CE 070 758

Basic CNC Operation. Training Workbook and Assessment and Training Guide and Hands-on Assessment.
PUB DATE- 94
NOTE- 401p.; For related documents, see CE 070 760, CE 070 763, and CE 070 765-768.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Vocational Education; Behavioral Objectives; *Competency Based Education; *Computer Assisted Manufacturing; *Equipment Utilization; Learning Activities; *Machine Tool Operators; *Numerical Control; Programming; Troubleshooting; Workbooks

This workbook is intended for students taking a course in basic computer numerical control (CNC) operation that was developed during a project to retrain defense industry workers at risk of job loss or dislocation because of conversion of the defense industry. The workbook contains daily training guides for each of the course's 13 sessions. Among the topics covered in the course sessions are the following: CNC machine terms, machine specifications, the CNC coordinate grid system, and absolute/incremental programming; toolholder manufacturing processes, toolholding systems, and toolholder styles; functions and keys on CNC operator panels and writing/editing CNC programs; alarm codes and messages; program codes and preset tool methodology; operating CNC machines; using programming codes and locating errors in programs; operating a horizontal machine center; defining and determining machinability factors (speed, feed, and depth of cut); operating a CNC lathe; and troubleshooting CNC machine tools. Each daily training guide includes some/all of the following: session objectives, diagrams and specifications of the machine(s) introduced during the session, information sheets, and learning activities. An assessment and training guide and hands-on assessment for students in the course are also provided. (MN)

ED 391 902 CE 070 759

Electromechanical Technician Skills Questionnaire.

Contains 34 references. (MN)

ED 391 922 CE 070 791

Darnell, Charlotte; Shaw, Ellen
Articulation--A Viable Answer to Educational Excellence.
PUB DATE- Dec 95
NOTE- 61p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Cooperative Planning; *Educational Objectives; Questionnaires; Records (Forms); Secondary Education; *Statewide Planning; *Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Mississippi

This document outlines Mississippi's plan for articulation of tech prep activities at the state's secondary schools and community and junior colleges. The first section is an overview of tech prep in Mississippi that includes the following: diagram depicting the organizational structure of Mississippi's secondary-postsecondary tech prep initiative; 1995-96, 1996-97, 1997-98, and 1998-99 delivery plans for tech prep sites that began implementation in 1995-96; proposed 4-year plan for professional development of practitioners involved in the tech prep initiative; map of Mississippi tech prep sites; and brochures describing Mississippi's tech prep discovery courses (for grades 7-9) and tech prep objectives. The second section contains the following materials to assist individuals in developing and delivering tech prep programs: information sheet listing the purpose, goals/objectives, and desired outcomes of articulation; table detailing the activities, individuals, funding sources, and resources involved in a four-step articulation process; sample cooperative articulation agreement, articulation summary report, advanced placement agreement, and recommended sequential course of study; and chart listing the secondary programs and articulated and related postsecondary programs of each cluster area of Mississippi's vocational-technical education program. Concluding the document are 26 general questions to be asked when planning a program for articulation. (MN)

ED 391 923 CE 070 796

Adult Offender Corrections Study.
PUB DATE- Dec 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Programs; *Adult Vocational Education; Career Counseling; *Correctional Education; Curriculum Development; Educational Needs; Educational Objectives; Educational Policy; Enrollment; Financial Support; Information Needs; Needs Assessment; Professional Development; Program Development; Program Improvement; School Business Relationship; Secondary Education; State Federal Aid; State Programs; State Surveys; *Statewide Planning; Student Certification; Teacher Improvement
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Michigan

community-wide study circles--Lima, Ohio; Yarmouth, Maine; Los Angeles, California; and (5) appendixes, include a comparison of dialogue and debate; a discussion of the need of positive conflict for democracy; study circles and action; why the interest in study circles; newspaper coverage; and community resources order form. Contains 16 references on collaborative community building. (KC)

ED 391 941 CE 070 842

The Parenting Curriculum: A Family and Consumer Sciences and Language Arts Partnership.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Technical and Vocational Education.
PUB DATE- 95
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Course Content; *Family Life; Integrated Curriculum; Learning Activities; Lesson Plans; *Parenthood Education; Secondary Education; Teaching Methods; Units of Study

This parenthood education curriculum is organized into eight units designed for use in approximately 8 weeks of instruction. Each unit includes the following: an overview, an introductory focus question, a lesson synopsis, basic concepts, lesson objectives, a brief review of basic information, materials, equipment, and advance preparation needed, lesson plan (with activities, handouts, and transparency masters), and a reference list. The units cover the following topics: parenting that enriches lives; caring as a person and as a parent; providing a positive for development---conception to 1 year; providing a positive environment for development---1 year to 18 years; language, communication, and socialization; families--structures and stressors; challenges of teen parenting; and the total picture. The units are suitable for use in integrated parenthood education, language arts, and consumer education courses. (KC)

ED 391 942 CE 070 843

Shaw, Lynn Judith
Women Union Electricians: A Comparison of Job and Training Experiences of White Women and Women of Color.
PUB DATE- Aug 95
NOTE- 341p.; Master's thesis, California State University, Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adults; *Apprenticeships; *Blacks; *Electricians; *Employed Women; Equal Education; Equal Opportunities (Jobs); On the Job Training; Sex Discrimination; *Sexual Harassment; *Unions; Whites

A study was conducted to compare the perceptions of white women and women of color who were union electricians of their on-the-job and training experiences. Following a literature review of apprenticeship training, women in nontraditional occupations, and the experiences of women in the skilled trades, a mailed survey was developed and distributed through the United States.

Identification; Plants (Botany); Secondary Education

This manual contains a group of lesson plans designed for use with a slide series (not included here). Its purpose is to introduce students to the basic concepts and terminology used in the identification of deciduous trees and shrubs. The manual is composed of 12 lesson plans. The first lesson is an introduction to plant identification. The remaining lessons are grouped into three units. Unit 1, Year-Round Identification, contains four lessons: general appearance of a plant as an aid to identification; bark characteristics; stem characteristics; and using year-round identification characteristics to identify plants. Unit 2, Spring and Summer Identification, has four lessons: leaf characteristics; flower characteristics; fruit characteristics; and using year-round and spring and summer identification characteristics to identify plants. Unit 3, Winter Identification, has three lessons: using persistent leaves, flower structures, and persistent fruit for plant identification in winter; bud characteristics; and using year-round and winter identification characteristics to identify plants. Each lesson contains some or all of these components: objectives, resources/materials, terms to learn, procedures, activities, evaluation, plant lists, and handouts. Handouts include outlines of material covered in each unit, illustrations, and worksheets. A glossary is appended. (YLB)

ED 391 959 CE 070 875

Lee, Lung-Sheng Steven
Problem-solving as Intent and Content of Technology Education.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the International Technology Education Association (58th, Phoenix, AZ, March 31-April 2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Creative Thinking; Critical Thinking; Curriculum Development; *Educational Needs; Educational Trends; Foreign Countries; Futures (of Society); Junior High Schools; Learning Strategies; *Problem Solving; Teaching Methods; *Technology Education; Thinking Skills
IDENTIFIERS- *Taiwan

In regard to teaching problem solving in technology education, three questions are posed: (1) Why should problem solving be the intent and content of technology education? (2) How can a problem-solving approach be incorporated into technology education programs? and (3) What must be done to implement a problem-solving approach in the junior high school technology education programs in Taiwan? In answer to the first question, problem-solving has often been equated with thinking and learning skills, can be taught and that technology is a human adaptive system, technology education should urge problem-solving as its intent to enable students to become practical problem solvers and as its content to integrate a problem-solving process throughout all the instructional content. It has also been found that more research and development efforts should be made to comprehend how to employ a problem-solving approach effectively in technology education programs. In addition, a study completed in Taiwan found the following: there is an obvious distinction between the key instructional strategies in the current curriculum standard and the new proposed curriculum standard; the instructional strategies that current teachers actually use (usually lecture-demonstration-

From Teaching to Learning: Transition in Distance Education.
PUB DATE- Mar 96
NOTE- 8p.; Paper presented at Intercom 96 (Miami, FL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140)
DESCRIPTORS- Adult Education; *Computer Uses in Education; *Distance Education; *Educational Change; Educational Practices; Educational Technology; *Electronic Classrooms; *Student Centered Curriculum; *Teacher Student Relationship
IDENTIFIERS- Nova Southeastern University FL

Nova Southeastern University (NSU) in Florida is among those progressive institutions that are attempting to improve their distance education programs by creating a more student-centered environment. NSU offers master's- and doctoral-level distance education programs in computer science, information systems, information science, and computing technology in education. The computer-based learning software used by NSU is designed to work on a technological platform that represents the least common denominator between NSU and students' homes and/or workplaces. The software used by NSU runs the gamut from completely asynchronous to totally interactive. The most widely used interactive software, the Electronic Classroom, was developed and copyrighted by NSU in 1986 and is designed to emulate a blackboard session conducted by a professor with students having the ability to ask questions. NSU has also developed an electronic library that interacts with NSU's Einstein Library and other libraries/databases throughout the world. Among the other tools developed by NSU's distance educators are the following: World Wide Web home pages to provide asynchronous learning environments, programming language compilers, and an electronic mail system. NSU is hoping that lower costs and increasing capabilities of hardware and communications technology will lead directly to the development and use of audio, graphics, and full-motion video programs for distance learners. (MN)

ED 391 979 CE 070 992

Schlicht, Michael
Learning for the Working World: Vocational Training in the Federal Republic of Germany. Revised.
PUB DATE- 95
NOTE- 33p.; For an earlier edition, see ED 345 421.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Disabilities; Disadvantaged; Educational Demand; Educational Policy; *Educational Practices; Educational Principles; Educational Supply; Educational Trends; *Education Work Relationship; Financial Support; Foreign Countries; Job Training; Postsecondary Education; Program Development; Secondary Education; *Systems Approach; *Vocational Education; Womens Education; *Work Experience Programs
IDENTIFIERS- *Germany

This document presents an overview of the past, present, and future of vocational training (VT) in the Federal Republic of Germany. The following topics are discussed: place of VT among the various institutions constituting Germany's education system; Germany's dual system of on-the-job and school VT (historical development, training regulations, reorientation in a lower self-esteem than the Type II diabetics. The participants, 12 Type I and 45 Type II diabetics, were surveyed using a self-esteem questionnaire. The hypothesis was not supported by the results of the survey. Contains 17 references and a copy of the survey. (JBJ)

ED 391 999 CG 026 830

Kier, Frederick J.
Acquaintance Rape on College Campuses: A Review of the Literature.
PUB DATE- 26 Jan 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27,1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Criminals; Higher Education; Incidence; Interpersonal Relationship; Literature Reviews; Prevention; *Rape; *Sexual Abuse; Sexual Harassment; Sexuality; Victims of Crime
IDENTIFIERS- *Acquaintance Rape

Although research on acquaintance, or date rape, dates back to the late 1950's, only recently has the literature in this area focused on prevention. In addition, although research has shown that, conservatively, 1 out of 10 women on university campuses has been raped by someone with whom she is familiar, little appears to have been done about the problem in terms of widespread, well-funded prevention programs. The present review of the literature on acquaintance rape focuses on five areas: (1) the incidence of acquaintance rape on college campuses; (2) research into aspects of the perpetrator; (3) research examining aspects of the victim; (4) factors outside of either the perpetrator or victim that may be associated with date rape, and lastly (5) studies examining the efficacy of prevention programs. (Contains 32 references.) (Author)

ED 392 000 CG 026 832

Counseling for Future Education, 1995-1996.
PUB DATE- Sep 95
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Admission Criteria; Career Development; College Admission; Higher Education; High Schools; High School Students; *Postsecondary Education; *Resource Materials; School Counseling; *School Counselors; Student Financial Aid; Two Year Colleges; Vocational Education
IDENTIFIERS- *Florida

Education is changing rapidly throughout Florida, and it can be difficult for high school counselors to keep the most current material on hand. This handbook is prepared and updated annually in response to needs expressed by Florida high school counselors for a simple, easy to understand, but comprehensive guide to help students make decisions about application for admission to postsecondary education institutions. It is a general guide to admissions requirements and procedures for was positively related to an orientation toward print as well as aspects of narrative competence and phonological awareness. In general, taking the approach that literacy is a set of skills to be learned was either negatively related or not significantly related to the three strands. (Contains 51 references and 15 tables of data.) (Author/RS)

ED 392 020 CS 012 353

Afflerbach, Peter P.; And Others
Barriers to the Implementation of a Statewide Performance Program: School Personnel Perspectives. Reading Research Report No. 51.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Curriculum Development; Curriculum Research; Educational Change; Elementary Education; *Performance Based Assessment; *Program Implementation; Staff Role; *State Programs; *Teacher Attitudes

A study examined school personnel perspectives on barriers to the implementation of a statewide program to influence change in curriculum and instruction. Interviews were conducted with personnel from 5 schools and districts and generally positive results were reported in moving from their existing curriculum and assessment programs to the mandated state program. Interview data from teachers, principals, and curriculum coordinators demonstrated that adherence to the mandated statewide program was not without considerable challenges. School personnel reported that the implementation of the program and intended school change was made difficult by barriers related to the lack of alignment between existing and mandated instruction and performance assessment, lack of alignment between teacher practices and beliefs with those implicit in the statewide program, lack of resources to help implement change mandated by the state program, the performance assessment materials and procedures themselves, and the lack of sufficient communication from the state-related to the mandated program. Results suggest that overcoming the barriers to implementation of the statewide program requires a systematic approach that provides the resources to support change of classroom practice, helpful communication between those people involved in the curriculum, instruction, and assessment change processes, and ongoing refinement of the assessment program and the performance assessment materials and procedures. (Contains 21 references.) (Author/RS)

ED 392 021 CS 012 354

Moke, Susan; Shermis, Michael
The Active Learner: Help Your Child Learn by Doing. The Successful Learner Series.
PUB DATE- 96
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)

the quality of learning, affected tertiary students' knowledge of and skills in writing and their feelings towards writing. AL has its origins in G. Lozanov's "suggestopedia." Believing that formal teaching methods were a cause of mental illness or brain sickness, Lozanov began research on how to heal the mind and expand the memory. His research indicated that by stimulating both the left and right hemispheres of the brain, learning could be accelerated. His teaching methodology, called Suggestopedia, uses the power of suggestion, music, relaxation, deep breathing, metaphors, guided imagery, roleplay, and "concert sessions" (reading to instrumental music) to facilitate whole brain learning. The target group for the study consisted of 80 first-year students in business communication in a Singaporean polytechnic. Findings suggest an incongruence between the actual outcomes and perceived outcomes: there were no obvious improvements in writing ability amongst the experimental groups; however, students felt that AL affected their learning to write. Students indicated that the methodology had a positive effect on both their ability to write better and their enjoyment of writing. Educators should consider using AL in the classroom and longitudinal studies should be undertaken on the effects of AL on writing. (Contains 3 tables and a figure, 6 references and a 10-item bibliography. Appendixes contain three short questionnaires on writing skills, on personal feelings, and on accelerated learning.) (Author/TB)

ED 392 040 CS 215 172

Langer, Judith A.
Envisioning Literature: Literary Understanding and Literature Instruction. Language and Literacy Series.
PUB DATE- 95
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; Higher Education; High Risk Students; *Literature; *Literature Appreciation; *Teaching Methods; Theory Practice Relationship; Vocabulary Development
IDENTIFIERS- *Response to Literature

Based on a series of studies of the ways in which literary imagination can be used to explore options, solve problems, and understand others, this book is about reading literature, thinking about it, and teaching it. The book, focusing on literature instruction, offers a way to rethink the contribution of literature to intelligent thinking as well as its role in schooling. Chapters in the book are: (1) Literary Thought and Literate Mind; (2) Building Envisionments; (3) The Nature of Literary Experience; (4) The Classroom as a Social Setting for Envisionment Building; (5) A Practical Pedagogy; (6) Strategies for Teaching; (7) Literature for Students the System Has Failed; (8) Learning Literary Concepts and Vocabulary; (9) Literature across the Curriculum; and (10) Closing Thoughts: Literature in School and Life. An afterword (Reflections of Teachers and Students) is attached. Contains 114 references. (RS)

ED 392 041 CS 215 184

expository texts. Subjects for the study were 54 elementary children in a northeastern Ohio elementary school, 9 in each grade--3 of high ability, 3 of average ability, and 3 of low ability. Data collection was by 30 preservice elementary education majors in a reading methods class. Results showed that average and high ability children of all grade levels were able to retell the children's nonfiction books they heard. Approximately half of the low ability readers were unable to retell their books, but this latter result varied from one grade level to another. While the ability to infer beyond the text and relate the text to personal life varied among the subjects, most of them were able to sequence the text, identify main ideas and details and summarize to the extent that they received a score of 3 or better on the Irwin and Mitchell scale (1983). The retellings of less able children generally contained fewer details and fewer instances of inferences beyond the text or attempts to relate the texts to their own lives. The majority of children at all grade levels were able to review the text after completing their reading. Future research should examine the role of background knowledge and whether the expository structure of the text impacts children's ability to retell. (Contains five tables of data and a "richness of retellings" scale.) (TB)

ED 392 059 CS 215 224

oges, Max L.
The Repressive Nature of the Past: Hawthorne's "House of the Seven Gables."
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ambiguity; *Literary Criticism; *Nineteenth Century Literature; *Novels; Secondary Education; United States History; *United States Literature
IDENTIFIERS- Hawthorne (Nathaniel); *House of the Seven Gables (The); Repression

"The House of the Seven Gables" describes the problems that emerge when a family allows itself to become so locked into the traditions and sins of the past that each new generation becomes a slightly degenerated facsimile of the previous generation. Nathaniel Hawthorne manages this task by comparing Clifford, a descendent of a long line of aristocracy, with Holgrave, the descendent of another old family that has recently merged its blood with that of the masses. As a boy Holgrave was forced to take care of himself but this situation did not really create much of a problem for him because it aptly suited the natural force of his will. Hawthorne writes that the true value of Holgrave's character lay in that deep consciousness of inward strength, which made all his past vicissitudes seem like a change of garments. Further, Holgrave's keen perception is due to his having immersed himself in humanity. He does not cling to the past or to his ancient family name. Clifford, by contrast, has allowed his family's past and his overly aesthetic nature to deny him a life of his own, though he feels a pull to join the rush and roar of the human tide. If Clifford eventually leaves the past behind him, his progress or growth is obscured by his coming into an inheritance. The ambiguities of the novel's ending (mirroring those of Hawthorne himself) have led to the novel's unpopularity in school curriculums. (TB)

Teacher immediacy has been a widely studied construct with the overall finding that being immediate is good. Verbal and nonverbal immediacy has been associated with increased motivation to study and learning. The most common methodology used to measure teacher immediacy has been student reports. An underlying assumption of this methodology is that students are able to objectively observe and report the behaviors performed by their instructor. The validity of this methodology has never been examined. A series of four studies examined a variety of individual differences (self-perceived social style; communication apprehension; self-esteem and trait motivation; and selected demographic variables) that may influence how students report their instructors' immediacy behaviors. Subjects included over 1,000 undergraduate students enrolled in various communication courses at midwestern and eastern universities. Findings suggest that the individual differences examined do not influence the reporting of immediacy, providing support for the use of this methodology. (Contains 36 references.) (Author/RS)

ED 392 079 CS 509 173

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). History Division.
PUB DATE- Aug 95
NOTE- 428p.; For other sections of these proceedings, see CS 509 174-187 and CS 509 196.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; Audience Analysis; Content Analysis; Feminism; Higher Education; *Journalism History; Journalism Research; Mass Media Effects; *Mass Media Role; *Newspapers; *News Reporting; Religion
IDENTIFIERS- Feminist Press; Historical Research; *Media Coverage; Nineteenth Century; Ohio

The history section of the Proceedings contains the following 13 papers: "Telling the Untold Story: An Examination of the History of the Religious Press in America" (Phyllis E. Alsdurf); "Dusting with a Ballot: The Portrayal of Women in the Milwaukee Leader" (Jon Bekken); "The Struggle to Control Motion Picture Advertising, 1921 to 1968" (Sharon E. Blum); "The Shark-Infested Waters off Cape Canaveral: An Oral History of the Early Media Coverage of Project Mercury" (Ginger Rudeseal Carter); "Woman as Citizen: An Ideological Analysis of Three Women's Publications, 1900-1910" (Janet M. Cramer); "Don Bolles: News Martyr of the 1970s, Enigma of the 1990s" (Kenneth C. Killebrew); "'The Courage to Call Things by their Right Names': Fanny Fern, Feminine Sympathy, and Feminist Journalism in the Nineteenth-Century American Popular Press" (Carolyn Kitch); "The Emergence of Religion Pages in Three Ohio Dailies: 1865-98" (Debra L. Mason); "'Who Was 'Shadow'?' The Computer Knows: Using Grammar-Program Statistics in Content Analyses Finally May Solve This Civil War Riddle and Other Writing Mysteries" (Barbara G. Ellis and Steven J. Dick); "The Caning of James Gordon Bennett, the Penny Press, and the Primordial Soup of Modern American Journalism" (David T. Z. Mindich); "The First College Journalism Students: Answering Robert E. Lee's Offer of a Higher Education" (Joseph A. Mirando); "'Books are Weapons': Books in Twentieth-Century Presidential Campaigns" (Priscilla Coit Murphy); and "The Reader as Consumer: Curtis Publishing Company and the Definition of Audience, 1910-1930" (Douglas B. Ward). (CR)

IDENTIFIERS- Diversity (Student); *Educational Issues

Based on the belief that schooling is now too often a trivial pursuit or a mechanical exercise, this book argues that the inherent value and substance of learning has been lost and needs to be restored. The book begins by portraying the American education of an earlier part of this century when schools created a coherent, stable, unified culture out of a people with diverse traditions, languages, and religions. The book notes that schools at that times were meant to provide citizens with a common attachment to America's history and its future, and its promise of freedom. It points out that there were narratives born of near-universal themes and principles--family honor, restraint, social responsibility, humility, empathy--and the distinctively American ideal of social equality. The book argues that the new "gods" that underlie the current conception of school are economic utility, consumership, technology, and separatism. It then presents useful narratives to help schools recover a sense of purpose, tolerance, and respect for learning--these include the "Spaceship Earth" (preserving the earth as a unifying theme); the "Fallen Angel" (learning driven by an understanding that knowledge is imperfect); the "American Experiment" (emphasizing the successes and failures of the evolving nation); the "Law of Diversity" (exposure to all cultures in their strengths and weaknesses); and "Word Weavers" (the fundamental importance of language in forging a common humanity). The book seeks to provide solutions while provoking debate. (NKA)

ED 392 098 CS 509 192

Hanson, Jim

University Hate Speech Codes: Toward an Approach Restricting Verbal Attack.

PUB DATE- 17 Nov 95

NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Censorship; Civil Rights; College Students; *Freedom of Speech; *Higher Education; Intellectual Freedom; Racial Bias; *Student Rights; *Universities

IDENTIFIERS- First Amendment; Hate Speech; Politically Correct Communication; *Speech Codes; *University of Michigan

This paper reviews events leading to the University of Michigan speech codes, identifies the state of the law following the Doe v. the University of Michigan decision, points out problems in suggested alternatives to the code, and outlines an approach that protects students from hate speech while maintaining first amendment rights. The paper first provides a historical context for the consideration of speech codes by citing these events: (1) following a number of hateful acts at the University of Michigan, the United Coalition against Racism threatened to sue the university for not maintaining or creating a nonracist environment; (2) the university responded with a speech code, but the code was soon challenged in court by a biopsychology student who maintained that the code could sanction him for aspects of his research; and (3) federal courts ruled in favor of the student on the basis that the code was too broad and that university officials had attempted to enforce it in inappropiate situations. Noting that some have used the court's

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Educational Administration; Elementary Secondary Education; *Feminism; Higher Education; *Leadership Styles; Organizational Climate; *Power Structure; School Administration; *Sex Bias; Sex Discrimination; *Women Administrators

Research demonstrates that along with the usual filters for skills and competence, aspiring administrators also encounter the profession's gender filters. Gender filters appear as deeply shared understandings among female and male professional school administrators. Gender filters maintain the privilege of the dominant white male culture by silencing ideas and people that might disrupt the privilege of dominance. This paper analyzes research that examined factors in professional discourse and socialization that sustain gender filters, which exclude women and women's ways of leading from school administration. It summarizes the results of five studies conducted since 1985 and a content analysis of six professional journals. Feminist perspectives are used to explore strategies for developing and sustaining gender filters that confront privilege, that recognize the legitimacy of gender issues, and that support multiple perspectives within the culture of school administration. Findings indicate gender issues are marginal in the professoriate, in the curriculum, in classrooms, in educational administration texts, in theories of administration, and in professional literature. In summary, administrator education offers few opportunities to confront gender issues, practice complex gendered relations, or examine women's ways of leading. Women and minorities learn that their equity is not valued and that alternative ways of leading will be filtered out. A set of feminist filters that encourage the values of equity, diversity, and democratic practice for beginning administrators is offered: (1) construct a new set of assumptions; (2) male and female students should recognize their participation in the maintenance of privilege; and (3) universities must support a critical mass of feminist educators who model the new assumptive worlds. Two tables are included. (LMI)

ED 392 117 EA 027 337

Rusch, Edith A.
Leadership in Evolving Democratic School Communities.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Administrator Education; *Democracy; Educational Administration; Educational Cooperation; Educational Environment; Elementary Secondary Education; Organizational Climate; *Principals; School Administration; *School Culture; *Theory Practice Relationship

Early in this century, John Dewey wondered how educators could justify believing in democracy if they did not practice it in schools. This paper presents findings of a study that located the underlying values that support the social construction of democratic praxis in schools. It explored how school leaders in

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advisory Committees; Decentralization; Educational Cooperation; Elementary Secondary Education; Group Unity; *Organizational Climate; *Organizational Effectiveness; School Administration; *School Based Management; *Staff Development; Teamwork
IDENTIFIERS- *Prince William County Public Schools VA

This book describes in detail the basic elements of school-based management (SBM) and the ways in which to implement successful change in the individual school. Specifically, it tells how Prince William County Public Schools (Virginia) has implemented SBM. Chapter 1 presents a rationale for the development of a more effective school-operation system. Chapter 2 examines how SBM is compatible with the effective-schools movement. The third chapter describes the Sage process for successful SBM and its seven steps for school change. Guidelines for developing an employee-training model are offered in the fourth chapter. Steps for establishing effective school goals are outlined in chapter 5. Chapters 6 through 10 examine in greater depth the concept of the change process and the importance of team building, consensus building, conflict resolution, problem solving, and the design of the planning team. Tactics to maximize the procedural effectiveness of the school and site committee are presented in chapter 11. Chapters 12 through 14 describe techniques for facilitating active-listening skills, conducting collective bargaining, and avoiding errors commonly made by principals. A sample questionnaire for assessing the extent of SBM practiced in a school is included in the final chapter. (LMI)

ED 392 139 EA 027 366

Neal, Richard G.
School Base Management: The Final Exam. A Guide To Measure Your Knowledge. A Guide To Help School Districts Determine to What Extent They Are Practicing SBM.
PUB DATE- 94
NOTE- 90p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgets; *Decentralization; Elementary Secondary Education; Governance; Guidelines; Institutional Autonomy; *Organizational Change; *School Administration; *School Based Management

This book was designed to help readers assess their knowledge of school-based management (SBM) and to help school districts determine the extent to which they are engaged in SBM. Chapter 1 is comprised of samples of four exams that were derived from graduate courses on school-based management. The correct answers follow each exam. Chapter 2 includes a sample questionnaire to help administrators identify the extent to which decentralization is practiced in their schools. The third chapter provides answers to the questionnaire in chapter 2, based on the experiences of a school district practicing an advanced form of SBM. A checklist of necessary elements for

PUB DATE- Oct 95

NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 11-14, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Budgets; *Educational Finance; Elementary Secondary Education; *Financial Exigency; Financial Problems; *Institutional Survival; Nontraditional Education; *Organizational Climate; Program Termination; School Funds; *State Aid

IDENTIFIERS- *Ohio

This paper presents findings of a study that investigated educational change within two innovative schools experiencing financial crisis. Data were derived from interviews with 14 educators (principals and teachers) and from observations of school board meetings. The two schools were: (1) the Team Academy, a nongraded K-6 school; and (2) the Opportunity Alternative High School, a nontraditional school for at-risk students. The schools were receiving $25,000 in change funds annually from Ohio Venture Capital 5-year grants. An operating levy defeat and a community committee's recommendations threatened to close both schools. The program's focus on improving teaching and learning was seriously hindered by lowered school morale; parent, student, and staff uncertainties about the future; lack of community knowledge and appreciation; and bureaucratic procedures and lay directives that overpowered educational expertise. District procedures and the financial crisis replaced the goals for educational change and student learning. (Contains 28 references.) (LMI)

ED 392 160 EA 027 389

Governor Janklow's Citizen Task Force on Education. Final Report.

PUB DATE- 11 Aug 95

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Objectives; Educational Policy; Elementary Secondary Education; *Governance; *Mission Statements; State Action; *State Departments of Education; State Standards; *Statewide Planning

IDENTIFIERS- *South Dakota

This document contains the South Dakota Department of Education and Cultural Affairs (DECA) mission statement, developed by the Governor's Task Force on Education. The DECA's mission is to advocate for education, facilitate the delivery of statewide educational and cultural services and promote efficient, appropriate, and quality educational opportunities for all persons residing in South Dakota. The document contains DECA goal statements, a proposal for organizational restructuring of the department (effective January 1, 1997), and supplemental recommendations. An organizational chart for the new DECA is included. (LMI)

ED 392 161 EA 027 390

School Facilities. Accessibility for the Disabled Still an Issue. Report to Congressional Requesters.

PUB DATE- Dec 95

Education; Program Effectiveness; Secondary Education; Student Attitudes; Work Attitudes; Work Experience Programs

This practicum addressed the attitudes and behaviors of 10 adolescents with severe behavioral and emotional problems participating in a cooperative job training program. The intervention used an adventure approach to help the students replace aggression and misconduct with job-related social skills. A needs assessment was conducted to identify specific student deficits. A 12-week adventure-based cooperation (ABC) training program focused on transitioning students from school to work was developed and implemented. The ABC program involved three phases: group acceptance through awareness adventures, cooperative group interaction adventures, and career initiatives through adventures. Although several of the intended outcomes were achieved, overall evaluation suggested that students needed more than 12 weeks to develop the target employability skills. An additional finding was that aggressive and violent student behaviors abated substantially when the teaching team developed a communicative relationship with students. Appendices provide survey forms and background information. (Includes 38 references.) (DB)

ED 392 181 EC 304 611

Clifton, M.; And Others
Learning Disabilities and Challenging Behaviour: Training Staff To Work with People with Learning Disabilities Who Exhibit Challenging Behaviour and May Have an Associated Mental Illness. Final Report.
SPONS. AGENCY- English National Board for Nursing, Midwifery and Health Visiting, London.
PUB DATE- Jan 93
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Change; *Behavior Disorders; *Behavior Modification; Emotional Disturbances; Foreign Countries; Inservice Education; Intervention; Mental Disorders; *Mental Retardation; Multiple Disabilities; National Surveys; *Needs Assessment; Nurses; *Nursing; Professional Continuing Education; Skill Development; *Staff Development
IDENTIFIERS- British National Health Service; *England

This report describes a project which surveyed providers and purchasers of nursing services within the National Health Service in England on what is available and what is needed in staff training for those working with individuals having mental retardation and challenging behaviors and/or mental illness. Section 1 describes the methodology of the study and reviews the literature. Section 2 reports the perceptions of 70 nursing college providers and 55 purchasers concerning definitions, models of service provision, and required skills and standards for staff working with this client group. Section 3 is a directory of 12 existing, externally validated courses. Provided for each listing is the title; coordinator's name; name of institution; and a summary (such as course length, format, target student group, admission requirements, award, content, and validation). Short courses and workshops are also listed, as is information on courses planned by survey respondents. Recommendations focus on development of a National Resource Group of educators, managers, and users; key emphases of training; and clarification of terminology. The questionnaire forms are appended. (Contains 60 references.) (DB)

Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Autism; Books; *Educational Methods; Elementary Secondary Education; Information Sources; Internet; Organizations (Groups); Preschool Education; Scholarly Journals; Videotape Recordings

This annotated bibliography and resource guide lists 21 books on autism, published from 1987 through 1995. Books are listed alphabetically by author and include bibliographic information and brief descriptive abstracts. Also included are lists of 23 videos (with sources), four periodicals, four organizational resources, and electronic resources including gopher sites and listservs available through the Internet. (DB)

ED 392 200 EC 304 631

Fox, Wayne; And Others
National TEEM Outreach: Transition into the Elementary Education Mainstream. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 96
NOTE- 251p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; Demonstration Programs; *Disabilities; Early Childhood Education; *Educational Planning; Educational Practices; Family Involvement; *Inclusive Schools; Kindergarten; Models; Outreach Programs; *School Readiness; *Transitional Programs
IDENTIFIERS- Indiana; Maine; New Hampshire; New Jersey; South Carolina; Utah; Vermont

This final report describes activities of a 3-year federally supported program designed to enable school systems to establish and implement systematic transition planning to meet the multicultural needs of preschool-aged children with disabilities and their families moving into kindergarten and other general education settings. The program model has two major components: best practices and accompanying critical activities for the transition of young children with disabilities; and guidelines for developing a transition process that incorporates these best practices. Program impact is reported for four aspects: (1) replication or planning for replication of the model by 26 school districts in the 7 states involved (Indiana, Maine, New Hampshire, New Jersey, South Carolina, Utah, and Vermont); (2) impact upon the successful transition of young children into kindergarten; (3) impact upon family and educator awareness of need for participation in transition planning; and (4) impact upon statewide dissemination and implementation of transition planning. Extensive appendices include leadership institute agendas; state summative reports; sample evaluation instruments; and sample documents developed by the program, such as family guides to transition. (DB)

ED 392 201 EC 304 632

Ho, Hua-Kuo
A Needs Assessment of Homebound Students.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English

inclusion is, identifies characteristics of inclusive schools, considers preparation for inclusive schooling, and addresses inclusion policy. Inclusion is seen as reflecting the intent of federal law that children with disabilities be educated with their nondisabled peers in the least restrictive environment. Characteristics of inclusive schools include: (1) a sense of community; (2) a common vision; (3) problem solving teams; (4) parents, teachers, paraprofessionals, and community members as partners; (5) students as problem solvers; (6) use of a common language; (7) time for planning; (8) bringing services to the student; (9) flexible scheduling; and (10) co-teaching. Communities committed to implementing inclusive schools should focus on staff development, informing parents, and flexibility in learning environments. The consensus among key associations and councils is supportive of inclusion but stresses the necessity for the provision of appropriate support services. (Contains 16 references.) (DB)

ED 392 220 EC 304 651

Busch, Robert F.
Missouri-TIKES: Training Individuals To Care for Exceptional Children Outreach Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; Child Development; Consultation Programs; *Day Care; *Disabilities; Early Childhood Education; Infants; *Inservice Education; Outreach Programs; Paraprofessional Personnel; *Social Integration; Staff Development; Toddlers; Training; Videotape Recordings; Young Children
IDENTIFIERS- *Missouri; *Train the Trainer

This final report describes activities and accomplishments of the M-TIKES (Missouri-Training Individuals to Care for Exceptional Students) Outreach Project, which used a "train-the-trainer" model to increase the number of child care providers trained to integrate children with and without disabilities. The project's major objectives were to provide child caregivers with information needed to mainstream children with disabilities into child care settings and to increase child caregivers' knowledge about child development and appropriate adaptations for children with disabilities. The project's curriculum consists of an inservice training component and an on-site collaboration and consultation component. A nine-part videotape series was also developed. The project resulted in the training of 265 child caregivers, an increase in the number of child care facilities accepting preschool children with disabilities, a replicable inservice training model, and curriculum materials. Individual sections of the report cover the following aspects of the project: goals, philosophy, description of model and participants, research, method, measures, results, and impact. Appendices include a description of each videotape, the needs assessment form, a sample training agenda, a listing of sites and facilitators trained, an inservice evaluation scale, and a form for observing caregiver behavior. (Contains 23 references.) (DB)

ED 392 221 EC 304 652

*Instructional Materials; Language Processing; Language Skills; *Learner Controlled Instruction; *Reading Strategies; *Second Language Learning; Teaching Methods

This paper demonstrates how learners can work on problems involved in learning a foreign language on their own through reading strategies and the help of a well-stocked, language resources center. Using this self-access approach and the resources center, the learner can accomplish the goal of learning with only minimal assistance from other learners or a language learning adviser. It is suggested that learning materials be developed for language development as well as for reading skills development. Approaches that have been found useful for language learning through reading and for reading skills, in particular, are reviewed, such as extensive reading, intensive reading, skimming, scanning, and summarizing. The impact of reading speed on student learning is also discussed. (Contains 22 references.) (NAV)

ED 392 241 FL 023 553

Grenfell, Michael
Reading and Communication in the Modern Languages Classroom.
PUB DATE- 92
NOTE- 16p.; In: Perspectives on Reading. CLE Working Papers 2. For complete volume, see FL 023 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; Foreign Countries; *Modern Language Curriculum; *Reading Achievement; Reading Instruction; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- Great Britain

This paper reviews the current crisis in reading ability decline in British primary schools and how modern language teaching methods are remedying this crisis, specifically the problems in exam and syllabus design. It is suggested that the juxtaposition of phonic and psycholinguistic methods in teaching reading are the root of the continuing question of primacy of structure and meaning. In addition, casual reading may not be a normal pastime of modern students, they may be given insufficient time for reading lessons, and they may not be taught how to read in the first place. Texts used for reading may not allow the full development of comprehension skills. A more refined teaching approach to reading is presented in which reading is based on the type of reading that learners should be doing and when and how, rather than organized around a multitude of activities and exercises. The practical application of reading in the modern languages classroom is discussed, in particular, ways of reading and the content and form of a modern languages program. (Contains 18 references.) (NAV)

ED 392 242 FL 023 554

Rees, Pat
Reading in French-GCSE to A Level.
PUB DATE- 92
NOTE- 23p.; In: Perspectives on Reading. CLE Working Papers 2. For complete volume, see FL 023 547. Research was part of Master's dissertation at Southampton University, England.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

competence to performance when using the English future tense, suggesting that grammar practice should be kept in a communicatively-oriented framework to make transfer easier. Test materials and quantitative data results are appended. (Contains an extensive list of references.) (NAV)

ED 392 262   FL 023 597

Vocabulaire de l'education: anglais-francais (Vocabulary of Education, English-French). Second Edition.
PUB DATE- Jan 91
NOTE- 110p.; For an earlier, interim edition, see ED 322 742.
LANGUAGE- English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Elementary Secondary Education; English; *English for Special Purposes; Foreign Countries; French; *Glossaries; Instruction; *Languages for Special Purposes; Postsecondary Education; *School Administration; Vocabulary
IDENTIFIERS- Alberta; Francophone Education (Canada)

The glossary lists, in English, terms commonly used in education and their translations in French. The terminology applies to all levels of education (elementary, secondary, postsecondary) and to all areas of educational theory, instruction, and school administration. In some cases, additional explanatory or usage notes are provided in French. The glossary is intended as a resource for educators involved in French-language education in Alberta (Canada). (MSE)

ED 392 263   FL 023 598

He, Wenchao
Balance of Language Knowledge and Communication Competence in Teaching Chinese as a Second Language.
PUB DATE- Nov 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (29th, Anaheim, CA, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Chinese; Classroom Techniques; Cognitive Style; College Students; *Communicative Competence (Languages); Educational Strategies; Higher Education; Introductory Courses; Knowledge Level; *Language Skills; Second Language Learning; *Second Languages; Student Characteristics

The case studies of three college students of beginning Chinese, all native speakers of English, were undertaken to examine how second language learners find a balance between linguistic knowledge and communicative competence. Data were gathered through classroom observations, oral and written coursework, and an interview concerning Chinese language study, and analyzed on the bases of discourse patterns, error patterns, and student attitudes. Results are presented in the form of tables comparing data for each student. It is concluded that two independent means of learning a second language (linguistic knowledge and communicative competence) exist in Chinese second language learning, and should be consciously balanced in second language instruction. It was also found that the three students represent three distinct learner types, for whom different approaches are needed, including both creation of a language use environment within and outside the classroom and systematic development of linguistic knowledge and other skills such as consisting of an expanded written comparison. Followup activities included an oral in-class summary, incorporation of new transition terms, another partner-exchange with revision, an additional revision by the original author, a comparison of the three versions, and a discussion session on the discourse markers and transitions. The painting and text used in the class are appended, with additional ideas for instructional materials and a worksheet. (MSE)

ED 392 283 FL 023 635

August, Diane; And Others
LEP Students and Title I: A Guidebook for Educators.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Agency Role; *Educational Policy; English (Second Language); Federal Aid; *Federal Legislation; *Federal Programs; Inservice Teacher Education; Institutional Evaluation; *Limited English Speaking; Parent Participation; Program Administration; Program Design; Public Agencies; Public Policy; Resource Allocation; School Districts; State Aid; State Standards; Student Evaluation
IDENTIFIERS- *Improving Americas Schools Act 1994 Title I; *Targeted Assistance Program

The guide provides analysis and guidance on issues that arise in serving limited-English-proficient (LEP) students through Title I of the Improving America's Schools Act. It is intended for Title I coordinators at state and local levels and administrators of related programs serving LEP students. The guide presents the issues in the order in which they appear in the legislation. Each section contains a brief summary of the law and analysis of its implications for LEP students. Issues include: state plans (general provisions, development, content standards, yearly progress and LEP students, assessment, questions related to assessment, other provisions to support teaching and learning, and peer review and secretarial approval); development of local education agency plans; schoolwide programs (development of the plan, requirements, components of effective schoolwide programs in which LEP students are served, use of funds for these programs and the special rule for funding); Targeted Assistance Program schools (selecting participating students, methods for effectively serving them); assessment and school district and school improvement (local review, school improvement, district technical assistance to schools, state technical assistance to districts); state assistance for school support and improvement; parent involvement; and teacher professional development. (MSE)

ED 392 284 FL 023 636

Liou, Hsien-Chin
Evaluation of Interactive Videodisc Courseware: A Strategy Perspective.
PUB DATE- 95
NOTE- 21p.

Learn Together: Workbook. Part Two).
PUB DATE- 85
NOTE- 397p.; For related series, see FL 801 047-065.
LANGUAGE- Spanish
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Course Content; Foreign Countries; *Independent Study; Instructional Materials; Native Language Instruction; Skill Development; *Spanish Speaking; *Vocabulary Development; Writing Skills
IDENTIFIERS- *Mexico

This workbook is part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. This workbook provides an introduction to grammar. It is designed to help students learn to write words, complete sentences, and paragraphs. Exercises in reading comprehension are also included. A number of popular sayings in Spanish are included. The units of study cover the following subjects: the market (Mercado); the family unit (familia); the saloon (Cantina); the workplace; music; education; the health center; and facts about Mexico. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 308 FL 801 095

Hellman, Linda
Workplace Education Partnerships: Compromises, Promises, and Practices.
PUB DATE- 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Course Content; Curriculum Development; Educational Strategies; *English (Second Language); Evaluation Methods; *Inplant Programs; Interpersonal Communication; Occupational Safety and Health; Personnel Policy; Second Language Instruction; Second Language Programs; *Staff Development; Student Evaluation; Student Recruitment; Teaching Methods; *Vocational English (Second Language); Work Environment
IDENTIFIERS- Pima County Adult Education AZ

A Pima County (Arizona) adult workplace education program in English as a Second Language (ESL) is outlined. Salient elements in program design, student recruitment and program marketing, student assessment, instructional methods, and program evaluation are noted, and the topical content of the ESL curriculum is charted. Tasks/competencies and language functions to be taught are specified in each of these job-related areas: giving and getting personal information; socializing at work; tools, supplies, equipment, and materials; learning, doing, and teaching on the job; working in teams; on-the-job health and safety; company policy, pay and benefits; and individual job performance review. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 309 FL 801 097

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; *Academic Achievement; College Curriculum; *College Freshmen; *College Programs; Critical Thinking; Disabilities; Educational Attitudes; *Higher Education; Institutional Role; Mentors; Outcomes of Education; Program Descriptions; School Activities; School Holding Power; Seminars; Student Attitudes; Workshops

These proceedings focus on the foundations for improving the undergraduate experience, especially college programs and activities designed for freshmen and new students. It includes 116 abstracts of seminars, poster sessions, workshops, and other programs developed by faculty and institutions to improve the undergraduate experience. The abstracts are one to two pages in length and contain a description of the activity or program. Most abstracts also include the name, address, and telephone number of a contact person. The programs and activities include those related to student support services, freshmen attitudes, student retention, ethics, computer literacy, students with disabilities, campus culture, leadership, critical thinking, diversity, freshman seminars, collaborative teaching and learning, mentoring, educational outcomes, focus groups, and campus safety. (MDM)

ED 392 329 HE 028 917

Kramer, Roberta
Chief Executive Officers in Higher Education Forecast Ethical Issues Pertaining to Multiculturalism.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *College Presidents; Cultural Differences; *Cultural Pluralism; Delphi Technique; *Ethics; Higher Education; Multicultural Education; Quotas; Reverse Discrimination; Student Responsibility
IDENTIFIERS- *Consensus; Political Correctness

This study surveyed chief executive officers (CEOs) in higher education about ethical issues pertaining to multiculturalism in academe. Using the Delphi technique of a three-round survey to ascertain consensus on issues, it polled CEOs at all 779 colleges and universities that are members of the Southern Association of Colleges and Schools. Participants were asked to: (1) identify five to eight ethical issues pertaining to multiculturalism in higher education; (2) prioritize 31 issues identified in the first round; and (3) reevaluate their ranking of each issue based on the median rankings assigned by the participants as a whole. A total of 22 questionnaires were returned in the third round. The results indicated an overall lack of consensus among CEOs with regard to ethical issues pertaining to multiculturalism in higher education. Issues that received some broad support included those related to minorities assuming responsibility for their own success, ethnic or racial quotas, division within the student body based on racial or ethnic differences, and "reverse discrimination." Written comments from various presidents showed attitudes toward multiculturalism ranging from enthusiastic support to hostility. (Contains 24 references.) (MDM)

ED 392 330 HE 028 918

de Berly, Geraldine
Conflict Management in an International Teaching Assistant

Programs at Public Colleges and Universities in South Carolina. Academic Years 1995-96 and 1985-86.
PUB DATE- Feb 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; *College Credits; College Programs; Comparative Analysis; Cost Effectiveness; *Degree Requirements; Educational Trends; Enrollment; Financial Support; Government School Relationship; Higher Education; *Public Colleges; State Aid; *State Colleges; Tuition
IDENTIFIERS- *South Carolina

Prompted by state legislative action seeking to address the possibility of a tuition surcharge on students who take more than 140 credit hours to complete a baccalaureate degree, this study analyzed the number of semester credit hours required for graduation from baccalaureate degree programs at South Carolina's public colleges and universities. All data for individual institutional tables were drawn from institutional catalogs for academic years 1995-96 and 1985-86. For systemwide tables the total number of credit hours for all 4-year programs offered in both years were calculated and the sum divided by the total number of 4-year programs. The analysis found that the average number of semester credit hours required for graduation from a 4-year, baccalaureate program at a public institution had increased from a system wide average of 125.8 credits in 1985-86 to 127.9 credits in 1995-96. However, only increases at two institutions were statistically significant. Out of over 400 programs, only 30 exceeded 140 credit hours and 6 of these were first professional or 5-year programs. The study concluded that a tuition surcharge would probably affect a relatively small number of programs but would send an important message to students and institutions that credit hour totals must be carefully and continuously scrutinized. Tables of data for individual institutions and the overall system are appended. (JB)

ED 392 347   HE 028 945

Fall 1994 Minnesota Post-Secondary Education Enrollment Survey.
PUB DATE- Jun 95
NOTE- 533p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; Community Colleges; *Enrollment; Enrollment Rate; Enrollment Trends; *Higher Education; High School Graduates; In State Students; Place of Residence; Private Colleges; Proprietary Schools; Sex Differences; State Colleges; State Universities; Statistical Data; Technology Education
IDENTIFIERS- *Minnesota

This report publishes enrollment data for Minnesota post-secondary education institutions in 1994 including headcount enrollments, institutional enrollments, full-year equivalent enrollments, enrollment by residency, and participation. Part 1 contains headcount enrollments in 5-year summaries for each post-secondary institution in the state. Summarized enrollments include total headcount, full-time and part-time, male and female, and new entering student enrollments. Part 2 contains Fall 1994 enrollment reports by institution and are broken down by level of study, gender, and full-time or part-time

ED 391 883 CE 070 710

Leigh, Duane E.
Assisting Workers Displaced by Structural Change. An International Perspective.
PUB DATE- 95
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Adult Education; Comparative Analysis; Developed Nations; *Dislocated Workers; *Employment Services; *Foreign Countries; Labor Market; Models; Public Policy; *Retraining; *Structural Unemployment
IDENTIFIERS- Australia; Canada; Germany; Great Britain; Japan; Sweden; United States

This monograph takes the perspective that increased awareness of how active labor market programs operate in other nations can substantially improve the way in which the United States deals with worker displacement. Chapter 1 considers the costs of worker displacement and how government programs designed to reduce these costs are evaluated. Chapter 2 provides an overview of the labor market policies in place in the seven countries examined: Sweden, Germany, Japan, Britain, Canada, Australia, and the United States. It investigates a possible linkage between these countries' labor market policies and differences in their unemployment rates. Chapter 3 reviews the evaluation evidence available for demonstration projects and experiments implementing active labor market programs in the United States as well as evaluation reports examining the effectiveness of training and basic education programs in demonstration projects targeted to economically disadvantaged workers. Chapter 4 considers adult retraining programs. It investigates the government training model in Sweden, Britain's employer-led/school-based model, and firm-based training systems in Germany and Japan. Chapter 5 focuses on employment services. It examines carefully the job matching system provided by the Swedish public employment service and job development services supplied by the Canadian Industrial Adjustment Service. Chapter 6 presents findings and outlines an agenda for assisting displaced workers. Appendixes include 148 references and an index. (YLB)

ED 391 884 CE 070 715

Cunanan, Esmeralda S.; Maddy-Bernstein, Carolyn
Exemplary Career Guidance Programs: Investing in the Future.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 7p.; Produced by the National Center for Research in Vocational Education University of Illinois at Urbana-Champaign Site. For related document, see ED 385 739.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Career Counseling; *Career Guidance; *Counseling Objectives; *Counseling Techniques; *Demonstration Programs; Program Design; Secondary Education

In the fall of 1995, a national search for exemplary career guidance and counseling programs was conducted. Programs were compared from the standpoint of the following elements: career guidance and counseling program plan; collaboration,

PUB DATE- 96
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Educational Needs; *Electronic Technicians; *Job Skills; *Manufacturing; Mathematical Applications; Mechanics (Process); *On the Job Training; *Technical Education; Test Items

This document contains test items to measure the job skills of electromechanical technicians. Questions are organized in four sections that cover the following topics: (1) shop math; (2) electricity and electronics; (3) mechanics and machining; and (4) plumbing, heating, ventilation and air conditioning, and welding skills. Questions call for short answers or problem solving. For each page of questions, respondents are requested to rate their knowledge level, from one ("could use a refresher class") to 5 ("have mastered this area"). The results of the skills questionnaire can be used to determine where a company should focus future training and development efforts. (KC)

ED 391 903 CE 070 760

Daines, James R.; And Others
The Minnesota Defense Industry Conversion Project. A Partnership for Retraining.
PUB DATE- 4 Dec 95
NOTE- 20p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 1995). For related documents, see CE 070 758, CE 070 763, and CE 070 765-768.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Vocational Education; Basic Skills; Demonstration Programs; *Dislocated Workers; Educational Legislation; Educational Needs; Educational Objectives; Federal Legislation; Financial Support; Job Skills; Literacy Education; Machine Tool Operators; Models; *Partnerships in Education; Program Development; *Retraining; *School Business Relationship; Secondary Education; Statewide Planning; Teaching Methods; Tutoring; Unions; Workplace Literacy
IDENTIFIERS- *Defense Workers; *Minnesota

The Minnesota Defense Conversion Adjustment Project was initiated in 1993 with funding provided through the U.S. Department of Labor's Defense Conversion Adjustment Program to help workers at a Minnesota defense plant make the transition from assembler and related production classifications to machinists and other positions requiring specific job literacy, technical skills, and knowledge. Workers identified as being at risk of job loss or dislocation received retraining in machine tool technology and significant support services, including assessment and career counseling and planning. The project has remained a partnership of the Teamsters Service Bureau, Saint Paul Technical College, Teamsters Local 1145, and Alliant Techsystems, Inc. Among the project's main accomplishments are the following: approximately 65 individuals have received training in working with computer numerical control equipment and automatic screw machines; approximately 150 individuals have received job-specific basic skills training; individual/family assessment/counseling, crisis intervention, career planning, and social service agency referral services have been offered to all workers on an "as-needed" basis; and formative and summative project evaluations have been

The Michigan Council on Vocational Education conducted a comprehensive review of all secondary-level vocational education (VE) programs for adult criminal offenders. The review focused on the programs that were delivered through the Michigan Department of Corrections (MDOC) in fiscal years 1994 and 1995. Data were collected from the following: background literature; verbal information from state agency personnel at MDOC; routinely generated reports; and site visits to 11 state adult correctional facilities and interviews of administrators and instructors at each site. Among the recommendations to Michigan's State Board of Education as a result of the study were the following: provide MDOC education staff with funding and time for professional development; empower MDOC teaching staff to work with parole officers in collecting released prisoner statistics; establish a single statewide trade advisory committee; incorporate career exploration activities into current/future VE programs; coordinate job placement with currently sponsored transition services; utilize additional skills certificates approved by the appropriate industry; develop a process to certify all MDOC-sponsored VE programs; and establish VE advisory committees for each correctional institution. (Appended are the following: map of Michigan's correctional facilities; 1994 correctional VE program and enrollment statistics and 1994 and 1995 program budget sheets; and information about expenditure of Perkins Act funds for correctional VE.) (MN)

ED 391 924 CE 070 797

Kincheloe, Joe L.
Toil and Trouble. Good Work, Smart Workers, and the Integration of Academic and Vocational Education. Counterpoints: Studies in the Postmodern Theory of Education, Vol. 7.
PUB DATE- 95
NOTE- 359p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Education; Critical Theory; Curriculum Development; Democratic Values; Economic Development; *Educational Change; *Educational Economics; Educational Needs; Educational Objectives; Educational Principles; Educational Theories; *Education Work Relationship; Integrated Curriculum; *Labor Force Development; *Politics of Education; Postsecondary Education; Role of Education; Secondary Education; Technological Advancement; *Vocational Education
IDENTIFIERS- *Postmodernism

In this book, the need to reform schools and integrate vocational and academic education is examined in the context of the political dynamics that connect schools and the economic system. Throughout the book's 12 chapters, it is argued that integrating academic and vocational education is a better way of educating students and alerting them to the complexities of the world and the nature of the physical, social, political, and economic reality confronting them. The first six chapters trace the fragmentation of schools and workplaces through an examination of the following: the rise and fall of the democratic vision of work education; changes in the workplace as a result of industrialization, Fordism, postindustrialism, and the technological advancement and social disintegration characterizing the 1980s; debates over upskilling/deskilling of the workplace and intelligence at work and school. The second half of the book focuses on the following: how a critical work education helps all students deal with the loss of meaning

A total of 491 women responded (from 1,333 surveys distributed through apprenticeship training directors), including 64 women of color and 427 white women. Statistically significant differences in experiences were found between white women and women of color for most of the items on the survey. On the items pertaining to sexual harassment, however, no statistically significant difference was found between the two groups. Findings included the following: (1) women of color experienced both racism and sexism on the job; (2) most white women experienced gender bias on the job and in the classroom; (3) neither group has been able to advance as far as desired; and (4) management often does nothing to prevent sexual harassment. Recommendations were made to recruit and retain greater numbers of women, ensure equality in training, provide support systems, and implement harassment policies. (The study includes 172 pages of unedited comments by the respondents, as well as the statistical results of the survey questionnaire. Contains 55 references.) (Author/KC)

ED 391 943 CE 070 844

Cunningham, Phyllis; And Others
Critical Perspectives. Selected Papers from the Annual LEPS Research Symposium (5th, De Kalb, Illinois, February 9-10, 1996).
PUB DATE- Feb 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; Educational Attitudes; Educational Philosophy; *Educational Policy; *Education Work Relationship; Foreign Countries; *Policy Formation; *Public Policy; Role of Education; Rural Education
IDENTIFIERS- European Union

The following 11 papers were presented at a symposium on leadership and educational policy studies (LEPS): "Food, Filth, Factory, and Flowers: A Critical Analysis of Ohio's Employability Skills Project" (Nina Dorsch); "Defining and Restructuring Work: Implications for Adult Education" (Georges B. Germain); "The Erosion of Subsistence and Motherwork" (Mechthild Hart); "Struggling for Democratic Educational Practices: The Adult Learning Skills Program and the Campaign To Stop the Focus on Quality Policy" (John Holst); "Work, Adult Education, and Sites of Resistance" (Winston Lawrence); "Who Should Pay To Learn? A Critical Assessment of the World Bank's Neoliberal Education Policies" (Derek Mulenga); "On Trial: The Legal Basis and Role of Education in the New European Union" (Mark Murphy); "Organizational Learning and Control: A Critical Examination of HRD Human Resource Development and the Politics of Workplace Discipline" (Fred Schied); "Traditional versus 'New' Education: The Problem Defined" (Richard Louis Sorrentino); "Corporatizing Work, Education, and Democracy within Postmodern Praxis" (Sherman Stanage); "Rural People, Rural Communities, and Sustainability: Rethinking the Role of Adult Education" (Jeff Zacharakis-Jutz). (KC)

ED 391 944 CE 070 845

Strebler, M. T.; Bevan, S.
Competence-Based Management Training. Report 302.
PUB DATE- 96
NOTE- 56p.; Study supported by the IES Co-operative Research

practice) do not measure up to ideal teaching strategies suggested in the current curriculum standard; current teachers consider that employing a problem-solving approach with the newer recommended curriculum is necessary and feasible; and to implement a problem-solving approach, current teachers have to strengthen their own pedagogical and technical skills and adapt instructional activities as well as facilities and equipment. (Contains 17 references.) (KC)

ED 391 960 CE 070 877

State of New Jersey Vocational Education Performance Report FY 1994.
PUB DATE- 94
NOTE- 177p.; Appendices are not included in this document.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Adult Education; Career Counseling; Career Guidance; Community Organizations; Consumer Education; Correctional Education; Disabilities; Disadvantaged; Displaced Homemakers; Home Economics; Integrated Curriculum; Leadership Training; Limited English Speaking; One Parent Family; *Outcomes of Education; Postsecondary Education; Professional Development; Program Effectiveness; Secondary Education; Sex Fairness; *State Standards; *Statewide Planning; *Vocational Education
IDENTIFIERS- *New Jersey

This report describes New Jersey's progress in achieving the goals and objectives outlined in the State Plan for Vocational Education FY 1992-1994. The programs and activities described in the document were conducted during FY 1994 in compliance with the Carl Perkins Vocational and Applied Technology Act of 1990. The text contains narrative information and data on 12 areas: (1) performance standards core measures; (2) secondary and postsecondary/adult occupational programs; (3) single parents, displaced homemakers, and single pregnant women; (4) sex equity programs; (5) criminal offenders; (6) special populations (disabled persons, limited English proficient, disadvantaged persons); (7) state leadership and professional development; (8) community-based organizations; (9) consumer and homemaking education; (10) tech prep; (11) integrating applied academics and vocational education; and (12) career guidance and counseling. Narratives on each funded area also include information from grant applications, program evaluation reports, site visits, and other available programmatic or evaluative data. (KC)

ED 391 961 CE 070 880

Warner, Carla; Williams, Jennifer
Attitudes of Adult Students Regarding the Learning Environment at East Tennessee State University.
PUB DATE- 29 May 95
NOTE- 40p.; Paper presented at the National Conference on the Adult Learner (San Antonio, TX, May 29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; *College Environment; College Faculty; College Programs; *College Students; *Educational

Eastern Germany, legal basis and responsibilities, training place guarantees); apprenticeships (apprenticeable trades, requirements and demand for apprenticeship training, training regulations and technological innovation, employer and trade union roles, Federal Institute of Vocational Training, roles/duties of the chambers of commerce and industry and of employing firms, suitability of instructors, interplant training, training contracts and remuneration, financing of VT, training place supply/demand); VT schools (skeleton curricula, the vocational foundation training year and its school and cooperative forms, full-time VT schools); from profession to school (career information/advice in schools and job centers, training spot searches, examinations); differentiated assistance in VT (talented and less able students); problem groups in VT (disadvantaged and handicapped students, young foreigners, women); further vocational training and retraining (organizations, legal basis); and future development of VT (demand occupations, innovative qualification profiles). (MN)

ED 391 980　　　　CE 070 993

Stevens, Carla J.; And Others
The First Year Evaluation of the JROTC Career Academy at Worthing High School.
PUB DATE- Jan 96
NOTE- 25p.; Paper presented at the Annual Meeting of the Southwestern Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; *Allied Health Occupations Education; Biotechnology; *Career Academies; *Career Education; Comparative Analysis; Health Education; High Risk Students; High Schools; *Integrated Curriculum; Leadership; Outcomes of Education; *Program Development; *Program Effectiveness; Questionnaires; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Houston Independent School District TX; *Junior Reserve Officer Training Corps

The Junior Reserve Officers' Training Corps (JROTC) Career Academy was initiated at Worthing High School (WHS) in the Houston (Texas) Independent School District at the beginning of the 1994-95 school year. The career-oriented program operated as a "school-within-a-school" program and was designed to meet the needs of students at risk of dropping out of school who lacked the skills needed for employment. The academy focused on academics and vocational education in the fields of health, biotechnology, and leadership. Of the 59 ninth-graders originally enrolled in the program, 54 remained in the program at the year's end. The students were divided into 2 platoons of 25-30 students each, and the program's staff consisted of a coordinator, assistant, and 6 teachers. Plans call for enrolling an additional 50 ninth-graders each year. The career academy's first year was evaluated by comparing students' and teachers' responses to beginning-of-the-year and end-of-the-year surveys and by comparing the grades and attendance rates of the program participants to those of a similar group of ninth-graders enrolled in WHS' regular JROTC program. The career academy was deemed a success based on the students' and teachers' comments and the participating students' attendance rates and course grades. (The student and teacher end-of-year surveys are included.) (MN) students who have not selected a postsecondary institution and who may be uncertain of their eligibility for admission. Major topics covered are: (1) the application process; (2) students' rights and responsibilities in the college admissions process; (3) career development and educational planning programs and services; (4) support services for students with special needs; (5) articulation coordinating committee; (6) how to appeal a student admission or transfer difficulty; (7) the statewide course numbering system; (8) financial aid; (9) the Florida community college system; (10) the state university system of Florida; (11) independent colleges and universities of Florida; (12) designated area vocational-technical education centers; and (13) designated area vocational education schools. (JBJ)

ED 392 001 CG 026 833

Claus, Richard N.; Quimper, Barry E.
Employer Survey, 1995.
PUB DATE- Jun 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Employees; *Employers; *Employment Potential; Graduates; Graduate Surveys; *Graduation Requirements; High Schools; High School Students; *Job Skills
IDENTIFIERS- Sagina City School System MI

The Employer Survey is an extension of the 1994 Graduate Follow-up Study. The primary question was "How well did Saginaw graduates measure up to the District's 10 'graduate standards' through the eyes of our customers?" These graduate standards are represented in a set of statements of the adult roles, skills and education all students need in order to be successful in the world after graduation. The Employer Survey attempted to measure each graduate standard by using two or three key statements related to each. Twenty-three of the 119 employers solicited responded to the survey. The major purpose of the survey was to determine if there is agreement between employer ratings and the graduates themselves in terms of the graduate standards. Employers gave higher marks to the graduates than the graduates gave themselves. In addition, employers saw the graduate standards which seem essential to graduates becoming productive workers as being rated lower, relatively speaking, than others. Overall, graduates and employers grade the school's performance relative to the standards in the "good" range. Appendices are: Draft of Graduate Standards; Employer Survey and cover letter; Employer code listing; 1995 Employer Survey tabulated results; and graduate standard to statement number key. (JBJ)

ED 392 002 CG 026 840

Yaden, Joyce; And Others
The Role of the Counselor with Attention Deficit Disorder Students in Middle Schools.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Active Learning; Citizen Participation; Communication Skills; Cooperative Learning; Elementary Education; Language Arts; Listening Skills; Parent Participation; *Parent Role; *Parent Student Relationship; *Reading Improvement; Reading Skills; *Study Skills; Television Viewing; Test Wiseness; Vocabulary Development; *Writing Improvement; Writing Skills
IDENTIFIERS- *Active Readers

Providing strategies for parents to use to show their children how to take an active role in their own learning, this book discusses developing successful study skills, how speaking and listening can enhance your children's reading and writing skills, and techniques to help children expand their vocabularies. It focuses on helping children how to learn. After an introduction, chapters in the book are: (1) Active Reading and Writing; (2) Successful Study Skills and Test-Taking Strategies; (3) Speaking and Listening; (4) Expanding Your Child's Vocabulary; (5) Exploring Your Neighborhood and Beyond; (6) Participating in Your Community; (7) Active Television Viewing; and (8) Teamwork Learning. (RS)

ED 392 022 CS 012 355

Collins, Martha D., Ed.; Moss, Barbara G., Ed.
Literacy Assessment for Today's Schools. Monograph of the College Reading Association.
PUB DATE- 96
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Adult Education; Childrens Literature; Elementary Secondary Education; Emergent Literacy; *Evaluation Methods; Higher Education; *Literacy; *Portfolio Assessment; Portfolios (Background Materials); *Preservice Teacher Education; Reading Attitudes; Reading Centers; *Student Evaluation
IDENTIFIERS- Authentic Assessment

This collection of 17 papers provides a blueprint for teachers who want increasingly sophisticated methods for monitoring student growth and can serve as a resource for in-service educators as literacy instruction changes. Papers in the first section of the book examine literacy assessment as it pertains to school-age children. Papers in the second section illustrate how portfolios can be used in a variety of different settings from the classroom through higher education. Papers in the book are "Assessment Criteria in First Grade: What Do Teachers Want to Know about Students' Reading and Writing?" (Elizabeth Pryor); "Learning about Literacy through Retelling" (Gail G. Smith and Diane Keister); "Profiling Students' Achievement in Language and Literacy: Merging Perspectives" (Gerry Shiel and Patrick Forde); "Assessment of Reading Attitudes: Validity Issues" (Mary M. Brittain and Clay V. Brittain); "'I Believe Learning Is Concentrating, Figuring Things Out, and Sometimes Having Fun': Revisiting the Reading Clinic" (Nancy B. Cothern); "Involving Graduate Students in Personal Literacy Evaluation through the Use of Portfolios" (Diane D. Allen); "Teachers as Learners: Experiencing Self-Evaluation, Portfolios, and Rubrics" (Michael P. Ford); "Authentic Assessment in a University Preservice Literacy Course" (Deborah R. Dillon and others); "A Model for Preparing Preservice and Inservice Teachers to Interpret and Utilize Portfolio Assessment" (Rebecca P. Harlin and Sally E. Lipa); "The Challenge of Change: The M.Ed. Portfolio" (Barbara Martin Palmer and others); "Literacy Portfolios: The Myth and the Reality" (Linda

Stevens, Scott
Where Community is Possible: Collaborating on the Margins.
PUB DATE- Jul 95
NOTE- 15p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (14th, University Park, PA, July 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Research; College Students; *Community; *Cooperation; *Females; *Feminism; Higher Education; *Writing (Composition)
IDENTIFIERS- Academic Discourse Communities; *Collaborative Inquiry; *Writing Style

Two female students worked together collaboratively as a strategy to counter the alienating discursive practices of the classroom. Hopefully, their experience might show that community can serve as a contingent response to situations of exclusion and teach the possibilities of collectivity too long omitted from conceptions of literacy. The link between academic discourse and masculine styles of expression often gets described as a kind of historical accident, when in fact, according to Miriam Brody, the denigration of the feminine and the development of androcentric literacy was a conscious and systematic process. Literacy has developed as individualistic and academic, characterized by a mastery of language, the presumption of objectivity, the use of logic to uncover truth, and writing in a plain, declarative style. The two female students had little interaction during the course, each being randomly assigned to work in different small groups. Their work, however, was not respected in their respective small groups (it was dismissed as "cute little stories"), and this brought them together. In the study they collaborated on, the two students found significance in both the style and content of their writing; they support conclusions about women's complete discursive marginalization made by M. F. Belenky and her colleagues in "Women's Ways of Knowing." Involvement is one of the traits that unites these writers, a certain quality of reading, an affective dimension marked by receptivity. (Contains 11 references.) (TB)

ED 392 042 CS 215 188

McComiskey, Bruce
Teaching Composition as Cultural Studies: Pedagogy in the Aporia between Modern Harmony and Postmodern Discord.
PUB DATE- 29 Dec 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Modern Language Association (Chicago, IL, December 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Reading; Cultural Awareness; Higher Education; Modernism; *Popular Culture; *Self Concept; *Writing Assignments; *Writing Instruction
IDENTIFIERS- *Cultural Studies; Discourse Communities; *Identity (Psychological); Postmodernism; Rap Music; Social Constructivism

Recent discussions of teaching composition in the context of cultural studies have begun to consider the condition of the writing subject in society, yet these discussions construct

ED 392 060 CS 215 225

Loges, Max L.
Changing Perceptions in "Adam Bede."
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English Literature; Ethics; Higher Education; *Literary Criticism; *Moral Development; *Nineteenth Century Literature; Secondary Education; *Social Cognition; Values
IDENTIFIERS- Aesthetic Reading; *Eliot (George)

From the very beginning of "Adam Bede," the idea of sight or perception is emphasized. Indeed by reference to a quotation from Wordsworth, George Eliot announces the purpose of the novel: to reveal clearly, to remove from the shade. While most of the characters in "Adam Bede" do not perceive events clearly and must have their erroneous opinions cast into the searching light of truth, Adam in particular must learn to see and to forgive as his perception of Hetty, Arthur, and himself is forever altered. When the reader/student first sees Adam, the impression is left that Adam believes he sees things just as they really are. While quite early in the novel, Adam recognizes that his attitude towards his father is faulty, his attitudes toward other people are more problematic. When Adam finds Hetty in the garden at Hall Farm, he misreads her, interpreting her actions in light of his own interest in her. Similarly he misinterprets the relationship between Arthur and Hetty. Through the novel, Adam is led, through a series of painful adjustments, toward a mature perception of Hetty and Arthur. While it is clear at the end of the novel that Adam still has much to learn about human relationships, as can be seen by his courtship of Dinah, it is clear that he has made major progress. Literature instructors may find this reading of "Adam Bede" helpful in their teaching of the novel. (TB)

ED 392 061 CS 215 226

Aiex, Nola Kortner
Prescient Science Fiction: Monteiro Lobato's "O Presidente Negro" after 70 Years.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Las Vegas, NV, March 25-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Higher Education; *Latin American Literature; *Literary Criticism; Presidential Campaigns (United States); *Racial Attitudes; Racial Bias; *Science Fiction
IDENTIFIERS- *Brazilian Literature; Genre Studies; Historical Background; *Monteiro Lobato (Jose Bento)

For the student of American politics as well as for the student of Brazilian literature and culture, a close reading of a 70-year old Brazilian science fiction novel could provide some insights into the ongoing presidential campaign in the United States. In 1925, one of Brazil's most popular writers, Jose Bento Monteiro Lobato, wrote a novel called "O Presidente

ED 392 080 CS 509 174

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Law Division.
PUB DATE- Aug 95
NOTE- 422p.; For other sections of these proceedings, see CS 509 173-187 and CS 509 196.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Censorship; *Constitutional Law; Copyrights; Higher Education; *Information Networks; Information Services; *Internet; *Journalism; Journalism Research; Legal Responsibility; *Libel and Slander; Mass Media Use; Online Systems; Universities
IDENTIFIERS- First Amendment; *Journalists; Press Law; United States Constitution

The law section of the Proceedings contains the following 12 papers: "Constitutional Considerations of the Escrowed Encryption Standard" (Pat Bastian); "Exploring the Link between Source Credibility and Reputational Harm: Effects of Publication Type on Belief of Potentially Defamatory Statements" (Kenneth R. Blake); "Legislative Magic and the Leonard Law: Turning Private Universities into Public Entities" (Clay Calvert); "Technical Innovation Meets Economic and Financial Monopoly: The Clear Channel Group and the Clear Channel Issue, 1934-1941" (James C. Foust); "Alachua Free-Net: Looking for the First Amendment at One Outpost on the Information Highway" (David R. Friedman and Matt Jackson); "Speakers' Rights in Private Forums: How the First Amendment Might Look on the Information Superhighway" (Michelle Johnson); "Retractions to Avoid Libel Suits: The Uniform Correction or Clarification of Defamation Act versus Tennessee Law" (Kelly C. Lockhart and Geoffrey Hull); "Who Belongs to the Privileged Class? Journalistic Privilege for Non-Traditional Journalists" (Priscilla Coit Murphy); "Taming the Watchdog: Justice Byron White and the Repudiation of Press Privilege" (Alan Prendergast); "Anti-Abortion Political Ads: Balancing Questions of Indecency, Censorship, and Access" (Michael Spillman); "'Living Law' in the Newsroom: A Study of Social Influences" (Paul S. Voakes); and "When Copyright Law Silences Creativity: Digital Sampling and a Group Called 'Negativland'" (Sylvia E. White). (CR)

ED 392 081 CS 509 175

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Advertising Division.
PUB DATE- Aug 95
NOTE- 322p.; For other sections of these proceedings, see CS 509 173-187 and CS 509 196.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advertising; Computer Mediated Communication; *Educational Development; Ethnic Groups; Higher Education; Information Networks; *Internet; Journalism Education; Mass Media Effects; *Mass Media Role; Newspapers; *Online Systems; Periodicals; Persuasive Discourse; Public Relations
IDENTIFIERS- *Advertisements

The advertising section of the Proceedings contains the following decision to argue against the implementation of any speech codes on college campuses, the paper argues that the problem is not speech codes in general but the inspecific nature of the Michigan code in particular. The paper concludes that alternatives to speech codes are not convincing, since verbally assaulted students are not in a position to fight back, especially if they do not feel the university stands with them against racism and hate. (Contains 53 references). (TB)

ED 392 099 CS 509 193

Hinchcliff-Pelias, Mary; Elkins, Michael R.
The Intercultural Informant: An Experiential Learning Resource for Teacher Training.
PUB DATE- Nov 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; *Educational Games; Ethnicity; *Ethnocentrism; Higher Education; *Intercultural Communication; Preservice Teacher Education; Race; *Simulation
IDENTIFIERS- *Diversity (Student)

With an increase in diverse cultures comes a responsibility for educators to become aware of their ethnocentric attitudes that influence increasingly diverse classrooms. One place to unpack attitudes about diversity in the classroom is to encourage teachers in training to become aware of their own ethnocentrism. One way for teachers to become aware of their own cultural attitudes is for them to participate in a game/simulation such as "Intercultural Informant." For this game, the class is divided into three groups; then three people, one from each group, are called forward to create, on their own, a culture, or, alternatively, to choose an existing culture they are familiar with. They then return to their group, which is given 3 minutes to interview them about the culture they have chosen to represent. Following the interview session, the game begins with questions posed by the facilitator such as the following: (1) How does the culture perceive time? (2) How does gender impact the culture? (3) Does the culture embody a religion? During each round, members of the group are given a chance to discuss the question before answering. Once they have offered an answer, the cultural informant decides, based on the degree of its accuracy, whether they should receive points or have points taken away. Instructors can use this game to test the impact of a holistic experiential learning game on their teachers in training. (Contains eight references.) (TB)

ED 392 100 CS 509 195

Carter, Judy H.
Dealing with Parasites in Group Projects.
PUB DATE- Nov 95
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

democratic school communities viewed the dialectic relationship between schools and communities and between democratic beliefs and practices, and identified underlying factors that foster democratic practices. Data were derived through action inquiry--a series of interviews with six leaders of seven schools engaged in a network project, interviews with a peer administrator and superintendents in each district, and observation. Standpoint theory was used to examine the human actions that result from human understandings. Findings suggest that school leaders committed to democratic practices understand leadership as an idea, not as a process; exhibit equity in their language and behavior; view "learning together" as school culture; engage in building capacity; and accept the status of "outsider within." The interaction of practitioner and researcher in the participatory research process leads to deeper understanding of embedded notions that limit democratic practices. Suggestions for how leadership is taught in administrator-preparation courses are offered. (Contains 58 references.) (LMI)

ED 392 118 EA 027 338

Wilmore, Elaine L.
A Matter of Principles: Doing What You Know Is Right, Even When It Is Difficult.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discipline; Educational Change; Elementary Secondary Education; *Ethics; Parent Grievances; Politics of Education; *Principals; Public Relations

This paper describes political pitfalls faced by principals in dealing with parents and central administration. It recommends that principals administer all student discipline fairly and consistently and place safety and fairness over parental grievances. Second, principals should challenge the status quo when it comes to improving student outcomes. For example, principals should question special-education practices that do not appear to be helping the student. It is a matter of principle to make decisions that are best for children, especially those students who may not fit the conventional mode. (LMI)

ED 392 119 EA 027 339

Wilmore, Elaine L.
Positive Student Affairs through Shared Decision Making in Elementary School?? You Bet!!!
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Elementary Schools; Extracurricular Activities; Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship; *Participative Decision Making; *School Activities; *School Based Management; School Community Relationship; School

successful SBM is presented in chapter 4. The elements include clarity of purpose, leadership, professionalism, lack of bureaucratic control, stakeholder ownership, effective use of resources, competition, and choice. The myths of SBM and factors for its failure are also highlighted. (LMI)

ED 392 140 EA 027 367

Neal, Richard G.
School Based Management: An Analysis of Special Issues.
PUB DATE- 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Boards of Education; Budgets; Collective Bargaining; *Educational Finance; Elementary Secondary Education; *Governance; Guidelines; *Institutional Autonomy; *Labor Relations; Organizational Change; Resource Allocation; *School Based Management

This book discusses seven of the many major issues that schools and school districts face in adopting school-based management (SBM). Chapter 1 presents the rationale for SBM, and chapter 2 describes governance issues. It concludes that SBM does not threaten school-board sovereignty if SBM is properly structured and if the board does its job properly. Eighteen steps for initiating an SBM pilot project are presented in the third chapter. Chapters 4 through 7 examine the development of parameters, the principal's role, the advantages of lump-sum transfers to schools, and labor relations. (LMI)

ED 392 141 EA 027 369

Lane, John J., Ed.; Epps, Edgar G., Ed.
Restructuring the Schools: Problems and Prospects.
PUB DATE- 92
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Policy; Elementary Secondary Education; Equal Education; Foreign Countries; *School Based Management; School Choice; *School Restructuring; State School District Relationship
IDENTIFIERS- *Great Britain; *United States

In this book, educational scholars and practitioners examine school-restructuring processes, particularly those involved in site-based management. Following the introduction and overview by John J. Lane and Edgar G. Epps, part 1 examines concepts and theories that relate to school restructuring in general and to school-based management in particular. The articles include: (1) "The Crisis in Education and the Limits of the Traditional Model of Schooling" (Albert Shanker); (2) "Educational Restructuring: Generative Metaphor and New Vision" (Hunter Moorman and John Egermeier); and (3) "Site-Based Management: Engine for Reform or Pipedream? Problems, Prospects, Pitfalls, and Prerequisites for Success" (Daniel U. Levine and Eugene E. Eubanks). Articles in part 2 provide examples of school restructuring. They include: (4) "A Tale of Two Cities: Radical School Reform in Chicago and London" (Bruce C. Cooper); (5)

NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); *Compliance (Legal); *Disabilities; *Educational Facilities; Educational Facilities Improvement; Educational Finance; Elementary Secondary Education; Expenditures; Federal Aid; School Districts; *School District Spending
IDENTIFIERS- *Americans with Disabilities Act 1990; *General Accounting Office; Rehabilitation Act 1973

The requirement that programs and activities of schools receiving federal financial assistance be accessible to the disabled has been in force for two decades. This paper presents findings of a General Accounting Office study that examined the accessibility of existing schools nationwide. To evaluate the degree to which accessibility was still a problem, the study used school officials' reports of the amount spent in the last 3 years and the amount they need to spend in the next 3 years to provide access for the disabled. The survey was augmented with visits to selected school districts. Data were derived from a national survey of 9,956 schools, which elicited a 78 percent response rate, and from site visits to 41 schools in 10 school districts. Over half (53 percent) of the schools reported having spent a total of $1.5 billion in the last 3 years on accessibility. Only about 20 percent of schools reported that such spending was not needed. A total of 56 percent of all schools estimated that they will need a total of $5.2 billion more for accessibility in the next 3 years. Only about 26 percent of schools reported that such spending will not be needed. The site visits showed that schools' physical accessibility varied enormously within school districts. The law does not require a school district to make each of its existing facilities or every part of a facility accessible to and usable by individuals with disabilities. Lack of funding was cited by many as the chief reason for not making schools accessible. Twelve tables and 3 figures are included. Appendices contain a copy of questionnaire items, technical notes, statistical data, and a list of GAO contacts and staff acknowledgements. (LMI)

ED 392 162 EA 027 392

Yvarra, Paul; Gomez, Rafael
School Superintendency and the Effects on Family Life.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; *Family Life; Family Problems; *Family Work Relationship; Marital Satisfaction; Public Schools; *Quality of Working Life; Stress Management; *Stress Variables; *Superintendents
IDENTIFIERS- *Wisconsin

This paper presents findings of a study that investigated the number and relative strength of stressors and enhancers of marital and family life for public school superintendents in Wisconsin. A survey mailed to all 410 Wisconsin superintendents elicited 278 responses, a 68 percent response rate. Overall, the superintendents were more likely to report enhancers over stressors. They identified the development of communication and

ED 392 182 EC 304 612

Hallowell, Edward M.; Ratey, John J.
Driven to Distraction: Recognizing and Coping with Attention Deficit Disorder from Childhood through Adulthood.
PUB DATE- 94
NOTE- 319p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); Adjustment (to Environment); Adults; *Attention Deficit Disorders; Biological Influences; Case Studies; Children; Classification; Clinical Diagnosis; *Disability Identification; Elementary Secondary Education; Family Problems; Higher Education; *Intervention; Marriage; Personal Narratives; *Symptoms (Individual Disorders); Therapy

This book, by two psychiatrists who themselves have attention deficit disorder (ADD), provides general information and case examples on this disorder. The nine chapters cover the following topics: (1) the nature of ADD; (2) characteristics and educational experiences of the child with ADD; (3) characteristics and behavior patterns of the adult with ADD; (4) effects of ADD on couples; (5) effects of ADD on the family; (6) subtypes of ADD; (7) the diagnostic process; (8) treatment of ADD; and (9) the biology of ADD. An appendix lists resources including national organizations, state advocacy groups, suggested readings on ADD in adults, and support groups (by state). (DB)

ED 392 183 EC 304 613

Deaf-Blind Perspectives, Fall 1993-Spring 1994.
PUB DATE- 94
NOTE- 46p.; Published three times a year. For Volume 2, see EC 304 614.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Behavior Patterns; Classroom Environment; Clearinghouses; Communication Skills; Computer Networks; *Deaf Blind; Deaf Interpreting; Elementary Secondary Education; Federal Legislation; Inclusive Schools; Internet; Multiple Disabilities; *Parent Child Relationship; Program Descriptions; Self Care Skills; *Teaching Methods; Vocabulary
IDENTIFIERS- Choice Behavior; Individuals with Disabilities Education Act

This document consists of the first three issues of a new newsletter concerning people who are deaf-blind. Issues present substantive articles, news on technical assistance in various areas, book reviews, and conference information. The following articles are included: (1) "Rationale for Editorial Policy on Terminology" (John W. Reiman), which explains the newsletter's policy of requiring a clear definition of the population being referenced; (2) "Doors" (Joyce Ford), in which a mother recounts the reactions of her deaf-blind son's nondisabled classmates when he moved to another school; (3) "Teaching Students Who Are Deaf-Blind and Cognitively Disabled To Effectively Communicate Choices During Mealtime" (Carole R. Gothelf and others); (4) "The National Information

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Cognitive Ability; Delivery Systems; *Disabilities; Elementary Secondary Education; Foreign Countries; *Homebound; Home Instruction; Integrated Services; Itinerant Teachers; *Needs Assessment; Self Care Skills; *Special Health Problems; *Student Needs; Teacher Attitudes
IDENTIFIERS- *Family Needs; *Taiwan

A survey of the itinerant teachers of 172 homebound students in Taiwan addressed major needs of the students, whose major health problems included absence of speech, motor handicaps, lack of body balance, and lack of bladder control. Teachers reported that cognitive ability and self-help skills were the two weakest areas for these students. Students and their families were reported as needing assistance in the areas of family income and parents' ability to independently educate their disabled children. The study concluded that the educational administration could act as a lead agency and ensure that the health division provides homebound students with needed medical rehabilitation services. Additional recommendations focus on providing parent education programs and family financial assistance; integrating medical, education, and social programs; and increasing provision of barrier-free environments and ancillary devices to assist in placement in formal educational settings. (Contains 14 references.) (DB)

ED 392 202 EC 304 633

Lange, Cheryl M.; And Others
Open Enrollment's Impact on School Districts When Students with Disabilities Transfer Schools. Research Report No. 14. Enrollment Options for Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 95
NOTE- 32p.; For other reports in this series, see ED 343 361-364, ED 367 069, ED 367 103-109, EJ 507 975, and EC 304 634-636.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Disabilities; Educational Policy; Educational Trends; Elementary Secondary Education; *Enrollment Influences; *Free Choice Transfer Programs; *Open Enrollment; Parent School Relationship; Program Implementation; Qualitative Research; *School Choice; School Districts; Special Education; State Legislation; *Transfer Policy; Transfer Students; Trend Analysis
IDENTIFIERS- *Minnesota

This qualitative study examined the impact of open enrollment policies in Minnesota on eight school districts with larger than average transfers of students with disabilities. A series of case studies investigated implementation issues, effects on special education programs, effects on decision making in funding and planning, perceptions and opinions of school personnel about open enrollment, and characteristics of districts that gain or lose students with disabilities through open enrollment. Results were complex, as enrollment size and program quality alone did not explain the gain or loss of students with disabilities through open enrollment. Administrators and teachers did not give wide endorsement to the idea that the quality of special education programs improved because of open enrollment. Improved communication between school personnel and families did seem to be a key

Hoffman, Lorri J.
A Classroom Collaborative Strategy Designed To Improve Oral Motor Skill Deficits in Developmentally Delayed Pre-Kindergarten Students.
PUB DATE- Jun 95
NOTE- 74p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation Impairments; *Communication Skills; *Cooperative Planning; Delayed Speech; Developmental Delays; Educational Cooperation; Interprofessional Relationship; Outcomes of Treatment; Preschool Children; Preschool Education; Skill Development; *Speech Language Pathology; *Speech Therapy; *Verbal Communication
IDENTIFIERS- *Teacher Collaboration

This practicum report describes the design and implementation of an oral motor program to increase the verbal communication skills of seven pre-kindergarten children with developmental delays, including hypotonia in oral motor development with moderate to severe articulation difficulties. Collaborative planning by the pre-kindergarten special education teacher and a speech and language pathologist formulated activities to promote oral motor development. The target group completed an oral motor exercise activity daily for 12 weeks. The program's objective was for 70 percent of the target group to achieve a 70 percent proficiency score on oral volitional jaw, lip, and tongue movements; multisyllabic words; and diadochokinetic tasks. Comparison of pre- and post-test performance indicated the target group met program objectives with a post-test score average of 73 percent; the outcomes enabled the target group to become better verbal communicators. Appendices include the pre- and post-test of oral motor skill development and the daily record sheet to track progress. (Contains 14 references.) (DB)

ED 392 222 EC 304 653

34 Activities To Promote Careers in Special Education and Related Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; *Career Awareness; Career Choice; Career Planning; *Consciousness Raising; *Disabilities; Early Childhood Education; Elementary Secondary Education; Higher Education; Marketing; Professional Occupations; *Special Education; Special Education Teachers; *Teacher Recruitment

This guide was developed to assist in the recruitment of new professionals to the field of special education and related services. The 34 suggested activities are based on the assumptions that planned, systematic recruitment at the local level is critical to attracting dedicated and talented individuals to the field; that career choices are often based on personal experiences; and that practicing professionals are the best recruiters of future professionals. The activities are

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *French; Interviews; *National Competency Tests; *National Norms; Questionnaires; *Reading Habits; *Reading Material Selection; Reading Strategies; Secondary Education; Second Language Learning; Student Attitudes
IDENTIFIERS- Great Britain

This paper reports on the reading habits of a group of students who moved from GCSE French to A Level French in the British school system; they were the second intake of A Level students with a GCSE background. Data was gathered using questionnaires and group interviews at three points during the students learning. Eleven students participated in the group discussions. Findings suggest that students need a wide variety of text types during the very early stages of A-Level course, with a staged progression in text length, and that reading skills strategies should be covered early in the A-Level course. Readers were preferred by the students over snippets and full-length books. Overall findings indicate a need for extensive reading over intensive, select text study and increased early emphasis on the learning of reading skills. (Contains 14 references.) (NAV)

ED 392 243 FL 023 555

Myszor, Frank
POPS, PROPS and FOPS: A New Way of Thinking about Readers' Respons. to Narrative.
PUB DATE- 92
NOTE- 13p.; In: Perspectives on Reading. CLE Working Papers 2. For complete volume, see FL 023 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Reader Response; *Reading Comprehension; *Reading Materials; *Reading Processes; *Reading Strategies; Secondary Education; *Short Stories; Tape Recordings; Textbook Evaluation
IDENTIFIERS- Great Britain

This study investigated how 9 readers, aged 13-14 years, made sense of prose fiction, specifically short stories in the British school system. Subjects wrote down their impressions of selected texts in the text margins, followed by student-led individual or group discussions that were audio-recorded. Findings revealed Past-Oriented Predictions (POPs), Present-Oriented Predictions (PROPs), and Future-Oriented Predictions (FOPs). The advantage to reviewing responses as predictions permits comparison of the text's temporal organization with the operations that the reader performs on the text while reading it. POPs, PROPs, and FOPs demonstrate that it is possible to use narratology in the precise description of the form that responses take during reading. In this way, texts have a pre-existing structure, yet readers are reshaping this structure during the act of reading. It is suggested that the narratological organization of time is an appropriate place to begin, yet reading should not be reduced to a set of narratologically-derived categories. (Contains 15 references.) (NAV)

ED 392 244 FL 023 556

Hart, Andrew
Reading Media Texts: Media, Imagination and National Curriculum English.

reading and writing. A 44-item bibliography is included. (MSE)

ED 392 264 FL 023 599

Lewis, Marilyn; Taylor, Ray
Teaching Multicultural Classes. 2nd Revised Edition.
PUB DATE- 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Classroom Techniques; *Cultural Pluralism; Educational Strategies; *English (Second Language); Feedback; Foreign Countries; *Language Role; Language Usage; *Limited English Speaking; Postsecondary Education; Problem Solving; Reading Instruction; Testing; Vocabulary Development; *Vocational Education
IDENTIFIERS- Australia

The guide is designed to assist teachers in postsecondary education, particularly vocational education, with some students from language backgrounds other than English. It both offers suggestions for classroom organization and interaction and poses questions to stimulate teachers' examination of the processes at work in the learning situation. Sections address these topics: applying general principles of good teaching in a multicultural context; encouraging students to think; teaching students to ask questions; encouraging interactive reading; providing feedback; preparing students for examinations; organizing classroom seating and interaction; vocabulary development for new concepts; encouraging students to use English language; teachers' commonly asked questions; and wording classroom questions. (MSE)

ED 392 265 FL 023 600

Kitao, Kenji; Kitao, S. Kathleen
English Teaching: Theory, Research and Practice.
PUB DATE- 95
NOTE- 625p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Audiovisual Aids; Classroom Techniques; Computer Assisted Instruction; Contrastive Linguistics; Cultural Awareness; *Cultural Education; Educational History; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; Interference (Language); *Japanese; Language Laboratories; Language Research; *Learning Theories; *Linguistic Theory; Material Development; Phonology; *Reading Instruction; Reading Materials; Research Utilization; Second Language Instruction; Student Evaluation of Teacher Performance; Teaching Methods; Videotape Recordings; Writing (Composition)
IDENTIFIERS- Authentic Materials; Doshisha University (Japan); *Japan

The collection of papers on the teaching of English as a second language includes: "Teaching English in Japan"; "Reading and Evaluating Quantitative Research"; "Transformational Generative Grammar and Language Teaching"; "Process and Social Aspects of Writing: Theory and Classroom Application"; "Contrastive Analysis Between English Diphthongs...and Similar Vowel Combinations in Japanese"; "Difficulty in English Pronunciation

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software Evaluation; Cooperative Learning; *Courseware; *English (Second Language); Evaluation Criteria; Evaluation Methods; Foreign Countries; Higher Education; Instructional Effectiveness; *Interactive Video; *Learning Strategies; Recall (Psychology); Second Language Instruction

Development and evaluation of interactive videodisc (IVD) courseware for English-as-a-Second-Language (ESL) instruction are described. Effective listening and viewing strategies, identified through descriptive research, were incorporated into an existing ESL IVD. Subjects, 81 college ESL students, were pre-tested, then divided into control and experimental groups. The control group worked on the original IVD version, the experimental group on the revised version. After online practice, all subjects took a posttest. Then 33 of the 81 were further divided into two groups, one receiving another session of individual online strategy training as before, and the other working in a small group on the revised version. A delayed posttest focusing on comprehension and recall was then administered. No differences were found in the effects of strategy training or group/collaborative learning. Questions in the pretest, posttest, and delayed posttest elicited responses about strategy use; these were analyzed for insight into strategy training. It is concluded that the teaching of learning strategies is sensitive to many variables. A major limitation seen in this study is lack of training time for subjects. However, it is concluded that this approach to incorporating computer-assisted language learning strategies into the regular curriculum is useful. Contains 38 references. (MSE)

ED 392 285 FL 023 637

Heltoft, Lars; Jakobsen, Lisbeth Falster
Danish Passives and Subject Positions as a Mood System--A Content Analysis; and Paradigmatic Structure, Word Order and Grammaticalization. ROLIG-Papir 54.
PUB DATE- Dec 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Danish; Diachronic Linguistics; Foreign Countries; *Grammar; *Language Patterns; Language Research; Linguistic Theory; *Morphology (Languages); Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Passives; *Word Order

Two papers on linguistic theory are presented. The first examines the relationship between two subsystems of Danish grammar: (1) the morphology and meaning of the two passives (a morphological passive and a periphrastic passive); and (2) the word order rules and meanings attached to indefinite subjects, irrespective of voice. It is claimed that despite traditional analyses and views, these two subsystems are intimately related in their content structures. Some implications for other Scandinavian languages are also found. The second paper suggests the need for refining the concept of paradigmatic structure in functionally-oriented linguistics, with the addition of paradigms. The history of the mediopassive structure is examined to illustrate the structure-boundness of grammaticalization processes and the dynamic character of any

Workplace Communication Workshop.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Class Activities; Communication Skills; *Computer Literacy; *Inplant Programs; Instructional Materials; Mathematics Instruction; *Organizational Communication; Problem Solving; Program Descriptions; Reading Instruction; Records (Forms); Second Language Programs; Skill Development; *Staff Development; Teamwork; Unions; Vocabulary Development; *Vocational English (Second Language); Workshops

The content and design of a workplace communication workshop jointly sponsored by a university teachers' center and a local union are described. The workshop objective is to provide workers for whom English is a second language with upgraded writing skills needed to fill out report forms, improved document reading skills for reading charts and graphs, math skills to tally production and formulate statistics, and the expanded vocabulary needed to read work-related forms and documents. Worker needs and interests direct course content and material selection, and participants work individually on computers to become familiar with word processing and spreadsheet software used in their jobs. Instructional materials drawn from workplace documents and forms are listed, and a list of textbooks used is also provided. Fifteen specific class activities using the forms, documents, and workplace tools are described. A brief bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 310 FL 801 103

Garcia, Paula; And Others
General Workplace Curriculum Guide: English as a Second Language for the Workplace.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Jul 94
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; Course Content; *English for Special Purposes; Immigrants; Inplant Programs; Interpersonal Communication; *Job Skills; Limited English Speaking; *Literacy Education; Mathematics Instruction; Occupational Safety and Health; Organizational Communication; Personnel Policy; Problem Solving; Program Design; Quality Control; Reading Instruction; Records (Forms); Second Language Programs; *Staff Development; Teaching Methods; Unions; Vocabulary Development; *Vocational English (Second Language); Work Environment; Writing Instruction

The guide outlines program design and curricula for a series of workplace education courses for limited-English-proficient adult immigrants. The courses are designed to raise basic skills in reading, writing, mathematics, problem-solving, and communication. Sections describe the program's target audience, objectives, goals, design, staff, theory and philosophy, methodology and materials, ideas for student-centered

Training Program.
PUB DATE- Nov 95
NOTE- 12p.; Paper presented at the National Conference on the Education and Employment of Graduate Teaching Assistants (5th, Denver, CO, November 8-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Conflict Resolution; Department Heads; *Foreign Students; Higher Education; Program Improvement; Screening Tests; *Teaching Assistants; *Training
IDENTIFIERS- *New Mexico State University

This paper discusses how the management of conflict in an international teaching assistant (ITA) training program can benefit all stakeholders and maintain good will between departments and the ITA program by encompassing strategies for mutual gain. It focuses on how the ITA training program at New Mexico State University has resolved many of the conflicts that arise among students, departments, and the program. The paper examines sources of conflict and various conflict scenarios, as well as possible solutions to these conflicts, such as arrangements for late ITA training programs and screenings for students who are unaware of the requirement and close coordination with department heads and faculty to ensure that they are aware of the school's requirements for ITA training. (MDM)

ED 392 331 HE 028 919

Burn, Barbara B.; Smuckler, Ralph H.
A Research Agenda for the Internationalization of Higher Education in the United States. Recommendations and Report.
PUB DATE- Aug 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agenda Setting; College Administration; College Programs; Conferences; Educational Research; Faculty Development; Foreign Countries; *Higher Education; *International Education; International Educational Exchange; Outreach Programs; Research Methodology; Research Needs; Staff Development
IDENTIFIERS- Association of International Education Admin

This report provides recommendations for a research agenda designed to further internationalize higher education in the United States. It is based on a two-day meeting of a working group convened by the Association of International Education Administrators. Nearly 40 professionals knowledgeable about the field engaged in group discussions related to faculty and specialist development, university management, undergraduate programs, and outreach and extension. The working group then examined the types of research necessary for the further internationalization of U.S. higher education, including the development of data banks and other statistical information, specific surveys on emerging trends, impact studies and evaluations, and in-depth, social science-based examinations of a topic over the course of several years. It also considered research topics and priorities, including: (1) future private and public sector needs; (2) current status of internationalization; and (3) connecting current status to attendance. Regular and extension enrollments are included separately. Part 3 contains full-year equivalent enrollment data presented for the 1993-94 academic year by on-campus, off-campus, extension, and summer session enrollments. Part 4 contains data on enrollment by place of Minnesota county of residence and system (state universities, community colleges, University of Minnesota, private career schools, private colleges and universities, and private graduate and professional schools). Residency by state or foreign country is also summarized by system for all students. Part 5 contains participation data presented by participation rates of 1994 state high school graduates for each institution; by distribution of Minnesota new entering students; by year of high school graduation for each institution from 1990 to 1994; and by each postsecondary system. (JB)

ED 392 348 HE 028 946

El-Hindi, Amelia E.; Childers, Kristyn D.
Exploring Metacognitive Awareness and Perceived Attributions for Academic Success and Failure: A Study of At-Risk College Students.
PUB DATE- 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Failure; Attribution Theory; College Students; Higher Education; *High Risk Students; *Locus of Control; *Metacognition; Reading Processes; Reading Skills; Self Concept; *Self Evaluation (Individuals); *Student Attitudes; Study Skills

This study examined the metacognitive awareness and perceived attributions for academic outcomes for a population of at-risk college students. Participants in this study were 78 university students who, as a condition of re-admittance to the university, were required to enroll in an academic support course. All participants had a grade point average below 2.0 and were considered at-risk for completing their programs. Situation-specific questionnaires were used to assess participants' metacognitive awareness and reported attributions for successful and unsuccessful academic outcomes. The underlying attribution dimension studied was controllability. Results indicated that these at-risk students may be able to gain in metacognitive awareness as a result of instruction in academic study skills. A significant correlation between participants' metacognitive awareness score and total score for controllable attributions for success suggested that participants who tended to be more aware of their reading processes also tended to attribute success to causes within their control. Also, while students attributed academic success to note-taking and attending class, they did not attribute their academic failures to the lack of these activities. Findings suggested the need for training in metacognitive awareness and attribution training within academic support courses. (Contains 38 references.) (JB)

ED 392 349 HE 028 949

Changing Course: Teacher Education Reform at State Colleges and Universities.

articulation, and communication; and institutional support, leadership, and program evaluation. The nine programs selected were found to include intensive career exploration and planning activities, serve all students, and maintain a strong program support system. In the areas of collaboration, articulation, and communication, all nine programs were found to have forged strong partnerships with parents, business, community organizations, teachers, and other personnel. Administrative support and leadership were demonstrated in each of the programs in a variety of ways, including the following: institutional commitment/support, wide range of resources/facilities available to counselors, adequate financial support, qualified/credentialed guidance personnel, planned professional development activities, regularly scheduled program evaluation, and follow-up of program completers and noncompleters. (This document includes lists of best practices and contacts and profiles of all nine exemplary programs.) (MN)

ED 391 885 CE 070 717

Way, Wendy L.; Rossman, Marilyn Martin
Learning To Work: How Parents Nurture the Transition from School to Work and Family Matters...in School to Work Transition.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Educational Research; *Education Work Relationship; *Family Influence; *Family Involvement; *Family Role; *Parent Influence; *Parent Role; Secondary Education; Vocational Education

This publication consists of two research updates. The first, "Learning to Work: How Parents Nurture the Transition from School to Work," highlights conclusions from the study, "Lessons from Life's First Teacher: The Role of the Family in Adolescent and Adult Readiness for School-to-Work Transition," which offers an analysis of how families contribute to work-related learning. Its intended audience is parents. It describes two views of family involvement, discusses family pressures, and lists behaviors of proactive families that make significant contributions to the welfare of their members and the strength of the national work force. It also lists strategies that proactive families use to support learning and examples of work values found among proactive families. Sources of assistance for parents to use to enhance the family's capacity to nurture work-related development are cited. Seven resources for further information are listed. The second update, "Family Matters...in School-to-Work Transition," is intended for educational leaders and policymakers. It discusses the importance of families in the school-to-work transition and assumptions that have limited the recognition of the family's role. Drawing on the same study as the first update, this report addresses three topics: proactive, inactive, and authoritarian families; family work values that improve school-to-work readiness; and ways families influence work readiness. Policy recommendations are made. (YLB)

ED 391 886 CE 070 721

Satterlee, Brian

conducted. (MN)

ED 391 904 CE 070 761

Creating Expectations, Pre-Assessment & Skill Performance. Information for Computer Trainers & Tutors.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Computer Literacy; Educational Needs; Employer Attitudes; *Entry Workers; Inservice Teacher Education; *Job Skills; *On the Job Training; *Problem Solving; Teacher Attitudes; *Teaching Methods

This document contains materials for a class for computer trainers and tutors about training new workers. The class centers on expectations for new workers, preassessment, and skill performance. The class is designed to help trainers do the following: understand the variables that influence how new workers become computer literate, list their expectations of new employee skills, identify concerns and issues related to computer training, draft solutions for these concerns, design a preassessment tool for use in their workplace, and write a skill performance tool for each employee. Forms for use in the class are included. (KC)

ED 391 905 CE 070 762

Incipient I Fire Brigade Training & Certification.
PUB DATE- 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Fire Fighters; *Fire Protection; *Fire Science Education; *Learning Activities; Manufacturing; *On the Job Training; Prevention; Safety Education

This document contains course materials for the minimum general and Koch-specific requirements for the fire suppression training and education portion of the integrated industrial emergency response team training program. The various levels of performance were developed with the National Fire standard 600, Private Fire Brigades. The training is designed to provide students with the minimum education and training to allow them to do the following tasks: perform safely either offensive or defensive fire suppression duties; use portable fire extinguishers from outside the hot zone; and attach or control incipient fires at a specific site. The 12 sections cover the following topics: duties and responsibilities; chemistry and behavior of a fire; hazards; fire safety concepts; extinguishing agents; portable fire extinguishers; safety; fire attack techniques; automatic fire detection; automatic sprinkler protection; fire protection water supplies; and special extinguishing systems. Each section contains objectives, references, and test questions. (KC)

ED 391 906 CE 070 763

Introduction to Electronics. Training Workbook.
PUB DATE- 94
NOTE- 58p.; For related documents, see CE 070 758, CE 070 760, and CE 070 765-768.

characteristic of postmodern work, school, and life itself; characteristics of smart workers; ways of reforming schools that foster good work and produce smart workers; a curriculum theory of academic and vocational integration; and connecting work to the world. (Contains 277 references.) (MN)

ED 391 925 CE 070 799

Alaska School-to-Work Opportunities Development Grant. Final Report.
PUB DATE- Oct 95
NOTE- 68p.; Appendices (lists of council/task force members) are not included.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Cooperation; Educational Objectives; *Educational Opportunities; *Education Work Relationship; Elementary Secondary Education; *Grants; Labor Force Development; Partnerships in Education; Postsecondary Education; Program Development; School Business Relationship; *Statewide Planning; *Strategic Planning; Systems Approach; *Vocational Education
IDENTIFIERS- *Alaska; School to Work Opportunities Act 1994

In 1994, Alaska began the process of using its grant funds from the National School-to-Work Opportunities Act to design a school-to-work system to meet the following objectives: obtain commitment and involvement from Alaska's governor and officials involved in human resource development; develop an implementation plan for a statewide system to support school-to-work opportunities for all Alaska's youth; and inform and involve all stakeholders in school-to-work issues. A school-to-work council that included representatives from business/industry, education, and labor, as well as parents and student leadership groups developed a draft statewide plan to ensure comprehensive school-to-work transition services. The council was then disbanded and replaced by a school-to-work implementation task force that used the draft plan to develop a final two-part plan. Part 1 describes Alaska's vision for its school-to-work system. Part 2 serves as a template for local system development by giving local partnerships information about the components, objectives, and suggested strategies for designing local school-to-work systems at the pre-K through postsecondary levels. The template served as the basis for funding pilot projects in six school districts using Job Training Partnership Act 8% Education Coordination funds. (The Alaska School-to-Work Opportunities System plan is attached.) (MN)

ED 391 926 CE 070 805

State of Wisconsin School-to-Work State Plan and School-to-Work Opportunities. Wisconsin Implementation Grant Performance Plan/Report. Status Report June 1994-June 1995.
PUB DATE- Jun 95
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Academic Standards; Articulation (Education); Career Counseling; Coordination; Curriculum Development; Educational Cooperation; Educational Legislation;

Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Competency Based Education; Educational Research; Foreign Countries; Job Skills; Labor Force Development; Leadership Training; *Management Development; Outcomes of Education; Program Effectiveness; Program Evaluation
IDENTIFIERS- United Kingdom

A research study examined what competence-based management training (CBMT) is, how organizations are using it and why, and what impact it has had. It drew on evidence from a survey and case studies conducted among large employers in Britain (United Kingdom). General findings from 377 respondents indicated that the use of competencies was increasing; half of the respondents used them. The background of CBMT users was no different from that of other competency users, except they had seen an increased demand for their products over the last 2 years and operated in a more unionized environment. CBMT approaches were predominantly introduced with the aim of improving the link between skills supply and business needs. CBMT users found competencies assisted them in identifying training needs and designing training programs. Three models emerged: top down, functional, and modular. Most competency users still relied on traditional assessment methods. More recent developments such as use of personal development plans placed responsibility on the individual for development. The perceived usefulness of competencies in management training appeared high. CBMT users reported use of competencies to be more cost effective and to contribute to the culture of the organization, customer satisfaction, and business profitability. Some real tensions emerged that were linked to clarifying the business agenda for delivering CBMT. (Contains a 28-item bibliography and 3 tables.) (YLB)

ED 391 945   CE 070 846

Benjamin, L. Ann, Ed.; Lord, Jerome, Ed.
Family Literacy: Directions in Research and Implications for Practice. Summary and Papers of a National Symposium (Washington, DC, September 7-8, 1995).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Disabilities; Early Childhood Education; *Educational Needs; Elementary Education; *Family Programs; Immigrants; Limited English Speaking; *Literacy Education; Parent Role; Second Language Instruction
IDENTIFIERS- *Family Literacy

This document contains 10 commissioned papers presented at a research design symposium on family literacy. It also contains a summary of the symposium, which was structured around five themes: assumptions and perceptions about family literacy; what we know from research and practice and how we know it; defining

Attitudes; Higher Education; *Institutional Characteristics; Majors (Students); Nontraditional Education; *Student Attitudes
IDENTIFIERS- *East Tennessee State University

A study was conducted to obtain measurements of adult student attitudes using the Mattering Scales for Adult Students in Higher Education (MHE). The MHE is designed to assess the perceptions of adult learners about their learning environment. The purpose of the scale is to learn more about the different ways in which adult learners feel they matter to their institution of higher education. Researchers at East Tennessee State University surveyed 400 adult students, aged 23 and older, stratified by classification. A 70 percent response rate was achieved, and the results were positive. Of the five subscales surveyed, the adult student respondents were the most positive about the Peers Subscale (the extent to which they feel they belong on campus and are accepted as peers in the classroom). This scale was followed in descending order of satisfaction by the remaining four subscales: the Faculty Subscale, the Advising Subscale, the Administration Subscale, and finally, the Multiple Roles Subscale. (This paper includes six appendixes that contain the questionnaire, results on the various subscales, comments from students, and frequency distribution of students' majors.) (Author/KC)

ED 391 962 CE 070 881

Dench, S.; And Others
The Recruitment and Retention of People with Disabilities. Report 301.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 96
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Developed Nations; *Disabilities; Disability Discrimination; *Employer Attitudes; Employment Patterns; *Employment Practices; *Equal Opportunities (Jobs); Foreign Countries; *Labor Turnover; *Recruitment
IDENTIFIERS- *Great Britain

A British survey of employers examined the recruitment and retention of people with disabilities (PWDs). Telephone interviews were conducted with two samples of employers: a random sample of 1,250 and a sample of 250 registered users of the Employment Service's "Disability Symbol," which sets a good practice standard for the employment of PWDs. Findings indicated that more than 90 percent of employers with any disabled employees employed 5 or fewer. The two most common reasons for not having any disabled employees were that none had applied for a job or that a person with disabilities had been employed but had subsequently left. Forty-five percent of the symbol users sampled had a policy specifically addressing the employment of PWDs; only 17 percent of the random sample had a policy. There was a direct relationship between the size of establishment and the existence of written policy. Almost 71 percent of symbol users and 11 percent of the random sample were actively trying to attract applications from persons with disabilities; almost 40 percent of respondents reported difficulty in attracting such applications. People with difficulties in seeing or with mental handicaps/learning difficulties were hardest to employ. The main perceived problem related to the nature of the work. Almost all symbol users were prepared to make costless or minor changes to work environment;

ED 391 981 CE 071 014

Community Service and Volunteerism. Indicator of the Month.
PUB DATE- Mar 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Educational Attainment; *Public Service; *Salary Wage Differentials; *Volunteers
IDENTIFIERS- *Volunteerism

According to data from the 1992 Biennial Gallup Survey on Giving and Volunteering, having some level of postsecondary education is clearly associated with increased levels of volunteering and giving. Sixty-three percent of adults aged 25 years and older with some postsecondary education reported both volunteering their time and making charitable contributions within the last 12 months, whereas only 32% of those with no postsecondary education reported doing so. Among those respondents with some postsecondary education, 22% were identified as generous volunteers (volunteering at least 4 hours each week in the past 12 months). Only 12% of those individuals with no postsecondary education were found to be generous volunteers. Within income levels, adults with some postsecondary education were much more likely to report volunteering than were those adults with no postsecondary education. The difference was especially apparent among adults earning less than $20,000 annually, among whom 54% those with some postsecondary education reported volunteering versus only 27% of those with no postsecondary education. (MN)

ED 391 982 CG 025 974

Lam, Tony C. M.
Fairness in Performance Assessment. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Evaluation Methods; *Evaluation Problems; Evaluation Research; *Performance Factors; *Performance Tests; *Student Evaluation; *Test Bias; Test Construction; Testing; Test Interpretation
IDENTIFIERS- ERIC Digests

Performance assessment is a type of educational assessment in which judgments are made about student knowledge and skills based on observation of student behavior or inspection of student products. In dealing with the issue of fairness in performance assessment, educators are confronted with some dilemmas. Assuring equality in performance assessment through standardization enables comparisons of student performance and simplifies administration processes; however, it loses task meaningfulness and creates difficulty in avoiding bias. Assuring equity effectively reduces bias and enables rich, meaningful assessment, but it introduces difficulty in administration and in comparing student performance, causes a potential side effect of poorly equipping students for the real world, and can be unfair to students with low awareness of their own abilities and quality of performance. Although standardized assessment is encouraged because it is a

DESCRIPTORS- Attention; *Attention Deficit Disorders; Attention Span; Counselor Role; Elementary School Students; Family Problems; Group Counseling; Hyperactivity; Individual Counseling; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; Neurological Impairments; *School Counseling; School Counselors; Self Esteem
IDENTIFIERS- *Middle School Students

It is estimated that attention deficit disorder (ADD) affects from 3 to 10% of school age students. The ratio of male to female is reported as high as six to one. Children with ADD display signs of inappropriate inattention, impulsivity, and hyperactivity and are more likely than other children to have a variety of academic and social problems. ADD problems lead to difficulty within the family and at school. Combined with psychological problems associated with preadolescence, middle school ADD students often become frustrated and suffer low self-esteem. The school counselor has a special role in helping these children, their teachers, parents, and peers. The middle school counselor has two important functions in serving ADD students: (1) coordinating multidisciplinary services; and (2) counseling with ADD children and significant others. No one else is as able as the counselor to provide individual and group counseling and encourage a sensitive and supportive environment for ADD children, their significant adults, and their age mates. Contains 18 references. (JBJ)

ED 392 003 CG 026 841

Rogers, Marie
Resolving Conflict through Peer Mediation.
PUB DATE- Jun 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; *Conflict Resolution; Decision Making; Early Intervention; Elementary Secondary Education; High Schools; High School Students; Interpersonal Communication; *Peer Counseling; Peer Teaching; Problem Solving; *School Safety; *Violence
IDENTIFIERS- *Peer Mediation

Research confirms the fact that violence is a growing problem in American society. The frequency of reports of youth involved in violent acts reflects an inability to handle conflicts in safe, constructive ways among this age group. Although the business of schools is to educate, many students are more concerned with their own safety than learning. Conflict is a normal part of life. Too often conflict is seen as something that needs to be eliminated instead of something that can be worked through constructively. Unlike dead end strategies of confrontation or avoidance, communication through a conflict can lead to knowledge and growth for self and others. Instead of eliminating the symptoms of violence, we must return to the origin of the disease where violence begins. Teaching conflict resolution skills offers hope as these skills can assist students in communicating effectively and overcoming disputes; allowing emotional, social, and intellectual growth to take place in the process. Peer Mediation is a method of conflict resolution that enables people involved in a conflict to reach a mutually acceptable agreement with the help of a neutral

Irwin-DeVitis); "Pre and Post Course Literacy Self-Assessment: Its Positive Impact on Preservice Teachers" (Jane Brady Matanzo); "Rethinking the Role and Practice of Assessment in Teacher Education: Learning to Assess Authentically on Multiple Levels" (N. Suzanne Standerford); "Portfolio Assessment in Adult Education Programs" (Linda Thistlethwaite); "Assessing Developmental Learners' Perceptions of Reading and Writing and the Literacy Demands in College" (Maria Valeri-Gold); "The ALERT: One Answer to Literacy Screening" (Rita M. Bean and Others); and "Developing and Assessing Emergent Literacy through Children's Literature" (Nancy A. Anderson). (RS)

ED 392 023 CS 012 358

Venezky, Dick, Ed.; And Others
Read*Write*Now!: Actividades para Divertirse Leyendo y Escribiendo (Activities for Reading and Writing Fun).
PUB DATE- 95
NOTE- 74p.; For same booklets in English, see ED 384 017-018.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Creative Activities; Early Childhood Education; Intergenerational Programs; Intermediate Grades; *Learning Activities; Reading Assignments; *Reading Attitudes; *Reading Improvement; Reading Interests; *Reading Motivation; Writing Assignments; Writing Attitudes
IDENTIFIERS- *Paired Reading; *Reading Partners

Developed by national reading experts for "reading partners" to use with children, ages birth to grade 6, this Spanish-language booklet presents activities that help very young children to get ready for reading and writing, and guide older children to expand their reading and writing interests and skills. The booklet has three sections, one for activities for infants and preschoolers, the second for children through grade 2, and the third for older children. These activities are meant to be used in addition to reading with children every day. According to the booklet, the main goal of the reading partners in using these activities is to develop a great enthusiasm in the reader for reading and writing. A 63-item Reading Is Fundamental reading list (arranged by grade level), a 24-item American Library Association reading list, and a 9-item list of organizations and federal sources of assistance are attached. (RS)

ED 392 024 CS 012 359

Simic, Marge, Comp.; Essex, Christopher, Comp.
The Computer as an Aid to Reading Instruction. Hot Topic Guide 27. Revised Edition.
PUB DATE- Mar 96
NOTE- 56p.; For earlier edition, see ED 333 393.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; Holistic Approach; Inservice Teacher Education; Microcomputers; *Programmed Instructional Materials; *Reading Instruction; Reading

student-writer S(s)ubject(ivitie)s at the poles of modernist-identity and postmodern-difference binary opposition that is politically problematic. The identity of the modernist Subject is defined in terms of its objective relationship to reality and its opposition to "Other" (different) subjects, and the construction of the modernist Subject is an effect of ethnocentric formulations of identity in opposition to difference. But modernist objective identity and postmodern undecidable difference are both theoretical illusions. Through cultural studies, however, scholars can realize the dialectical relationship between identity and difference in the practice of lived culture, and a cultural studies approach to teaching writing encourages student writers to construct subject positions in the aporia between this modernist-identity and postmodern-difference opposition. For instance, in a composition class students examine the banning of 2 Live Crew's album "As Nasty as They Wanna Be" in a federal district court in Florida. Students are asked to write a position statement on two essays that represent competing views of the 2 Live Crew controversy, one by Jon Pareles and one by George Will. Excerpts from student essays demonstrate the spirit of negotiation and the construction of subject positions. (Contains 4 notes and 11 references.) (TB)

ED 392 043 CS 215 192

Haas, Mark
Author as Dialogic Site: A Spatial Metaphor for Authoritative Voice.
PUB DATE- Jul 95
NOTE- 11p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (14th, University Park, PA, July 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Essays; Higher Education; *Intellectual History; Renaissance Literature; Scholarship; *Writing (Composition); Writing Instruction
IDENTIFIERS- Academic Discourse; *Authority; *Dialogic Communication; Postmodernism; Voice (Rhetoric)

In a recent debate on authority in the discourse of English Studies scholarship, writers seem to line up on two sides: the "friends of the familiar essay," and those who advocate "the article." The essay/article debate seems to be part of the conflict opened by the Renaissance over writing, selfhood, power, and knowledge. What historical conditions produced the essay as a genre of discourse? Europe of the 16th and 17th centuries may be characterized as a time of change, impacted by scientific, geographical, and cultural discoveries. Similarly, for postmodern thinkers such as Jean-Francois Lyotard, the present condition is one of liminality or uncertainty, signalled by a revolution in language, forms of representation, and art. While scholars should applaud Derek Owens' critique of static writing conventions, they should nevertheless note that he is returning to the lyric poetry of a well-wrought urn that privileges the modernist notion of the individual writer and monologic closure. Rather than reform current conceptions, might it not be possible to consider new paradigms for analyzing and producing authority in the discourse of English studies, a paradigm based in historical conditions? James Boyd White views George Herbert as a constructor of dialoguing

Negro" ("The Negro President"). The scenario involved a Black candidate who was running for President of the United States, although it was set far in the future in the year 2228. The central conceit around the story is that there is a 3-way race for President of the United States with the president running for re-election against a female candidate from the "Feminist Party" and a brilliant, cultivated Black man running as an independent candidate. The novel is elaborated as a story-within-a-story. The protagonist, Ayrton, has a car accident in the Brazilian countryside and is rescued by a mysterious inventor-philosopher who takes him back to his singular residence, a sort of castle in a utopian setting, where Ayrton is nursed back to health by the inventor's daughter. She shows Ayrton an invention of her father's which sees into the future--in this case, the United States election. The parallels between the possible candidacy of Colin Powell and the situation in the novel are intriguing. And for Americans, the way the country is seen by other cultures is always eye-opening. (Includes 13 notes.) (NKA)

ED 392 062 CS 215 229

Cobb, Jeanne B.
Images and Stereotyping of African Americans and Hispanic Americans in Contemporary Children's Fiction.
PUB DATE- 3 May 95
NOTE- 34p.; Paper presented at the Annual Meeting of the International Reading Association (40th, Anaheim, CA, April 30-May 5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Childrens Literature; Content Analysis; *Cultural Images; Elementary Education; *Fiction; *Hispanic Americans; Racial Bias; Social Bias; Social Class; *Stereotypes
IDENTIFIERS- *African Americans; *Trade Books

A study focused on the image in children's fiction of the two largest minority groups in the United States: Americans and Hispanic Americans. It was descriptive in nature, employing quantitative and qualitative content analysis. Four research questions were developed to determine the treatment of two minority populations in contemporary children's trade books listed by the Children's Book Council with respect to image, characteristics, and stereotyping. The sample consisted of 10 Hispanic American and 31 African American fictional books appropriate for elementary school children published between 1989 and 1991. Two instruments were used: a list of verbal stereotypes from the research of D. Katz and K. Braly, and a character analysis instrument developed by B. Berleson and S. Salter. In addition, supplemental guidelines on stereotypes from the Council on Interracial Books for Children were employed. Conclusions were: (1) the number of fictional books on these 2 minority groups is appallingly limited; (2) the books were generally favorable in their treatment of these minority groups--stereotypes were present but were mostly positive and not explicitly stated; (3) minority families were more likely than minority males to be portrayed stereotypically; and (4) images of the socio-economic status of these minority groups were less favorable than the descriptions of their physical appearance, attitudes, and interpersonal relationships. (Contains 33 references.) (TB)

14 papers: "Advertising versus Product Publicity: The Effects on Credibility and Purchase Intent" (M. Catherine Chew and others); "Introducing Introductory Advertising Students to the World Wide Web" (Beth E. Barnes); "In Defense of Puffery" (John H. Crowley); "Merging the Teaching of Advertising and Public Relations Campaigns onto the Information Superhighway" (Robert L. Gustafson and Steven R. Thomsen); "Breaking New Ground in the Virtual Marketplace: A Search for New Metaphors of Form and Structure Shaping Persuasive Communication in the New Media" (Tracy A. Irani); "Trends in the Use and Abuse of Advertorial Advertising in Magazines" (Bong-Hyun Kim and others); "Media Usage Patterns and Preferences of Hispanics in a Texas Market" (Wayne W. Melanson and Jerry C. Hudson); "Rankings of Advertising Programs by Advertising Educators" (Jef I. Richards and Elizabeth Gigi Taylor); "Information Source for Shopping Decisions and Advertising Content Preferences of Malaysian Youth" (Jyotika Ramaprasad); "A Survey of Faculty Evaluation Practices in Journalism and Mass Communication" (Robert C. Sitz and Frank Thayer); "The Application of Multidimensional Scaling to Advertising Education Programs" (Elizabeth Gigi Taylor and Jef I. Richards); "The Second Giant: Portrayals of Women in Japanese Advertising" (Anne Cooper-Chen); "Women's Editions of Newspapers: Marketing Baking Powder to the New Woman" (Ann Mauger Colbert); and "Portrayal of Women in the Advertisements in 'India Today'--India's Leading Current Affairs Magazine: 1984-1994" (Nilanjana Roy Bardhan). (CR)

ED 392 082 CS 509 176

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Newspaper Division.
PUB DATE- Aug 95
NOTE- 462p.; For other sections of these proceedings, see CS 509 173-187 and CS 509 196. Babcock and Wilson paper may not reproduce clearly because of light type; Riffe and Johnson paper have some broken type.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Editors; Higher Education; *Journalism; Mass Media Effects; Mass Media Role; *Newspapers; *News Reporting; *News Writing; Politics; Publicity; Public Opinion
IDENTIFIERS- *Journalists; Media Bias; Media Coverage; News Bias; Newspaper Graphics; *News Sources

The newspaper section of the Proceedings contains the following 18 papers: "The Role of Headlines and Nut Graphs in Helping Readers Learn from News Stories" (Glen L. Bleske); "Daily Newspaper Reporters' Views of Journalistic Roles: An Integrated Perspective" (Dan Berkowitz and James TerKeurst); "'Cohen V. Cowles Media': Has the Court Decision Affected Journalistic Practices?" (William A. Babcock and Sherrie Wilson); "The Relationship of Copy Desk Leader Behaviors to Job Stress, Hardiness and Health Factors in Copy Editors" (Betsy B. Cook and others); "How Journalists at Monopoly Dailies View Newspaper Competition" (David C. Coulson); "Rules for Getting Real: How One Newspaper's Editors Talk about 'Real People'" (David A. Craig); "Comparing Questionnaire Formats in Accuracy Studies" (Julie E. Dodd and others); "Segmenting the Electorate by Media Use Types: The Value of Newspapers in Local Election Campaigns" (Arthur G. Emig and Jill Millspaugh); "The Political Dance: A Test of Agenda-Setting Effects in the 1994 Texas Gubernatorial Election" (Dixie Evatt and Tamara Bell); "Computer-Assisted News Reporting Tools: A Study of Daily

(120),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Learning; Grading; Group Behavior; *Group Dynamics; Group Guidance; Higher Education; Interpersonal Communication; *Peer Groups; *Peer Relationship; Speech Communication; *Student Evaluation; *Student Projects; Teacher Role; Underachievement
IDENTIFIERS- *Small Group Communication

While it is generally accepted that people working in groups can accomplish more than people working individually, it is equally accepted that parasites will attempt to feed on the other group members. Group work has been called by several names--group learning, cooperative learning, collaborative learning--all of which carry slightly different implications: collaborative learning, for instance, suggests a more rigorous process of confrontation and resolution of differences. All, however, require considerable preparation on the part of the instructor if they are to be successful. K. McKenney and M. Graham-Buxton suggest that instructors allow students to choose their own groups and decide on their own leader. Janet Mancini Billson lists eight criteria of successful groups, which emphasize clear purposes, effective communication, shared leadership, and respect for minority views. In a small group situation, dealing with the do-nothing, parasite group member is an inevitable problem. One tactic is to require that students bring written work to class as a kind of ticket in to the group; unannounced in-class written assignments can also be effective. Despite the problem of the parasite, most experts are emphatic about assigning one grade to the whole group, although some suggest that individual grades can be assigned too. Grading on a curve is discouraged because it induces excessive competition for the few "As." A detailed example of how a project for an interpersonal communication class might be organized illustrates these organizing principles. (Contains 34 references and evaluation materials.) (TB)

ED 392 101 CS 509 196

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Miscellaneous.
PUB DATE- Aug 95
NOTE- 412p.; For other sections of these proceedings, see CS 509 173-187.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Advertising; Agenda Setting; Computer Assisted Instruction; *Content Analysis; Cooperative Learning; *Democracy; *Journalism Education; *Mass Media; Media Research; Periodicals; Physical Disabilities; Presidential Campaigns (United States); Public Opinion; Public Relations; *Research Methodology
IDENTIFIERS- Scholastic Journalism; Television News; TV Guide

The Miscellaneous section of the proceedings contains the following 15 papers: "Selling to the Sellers: An Analysis of Advertising in 'Campaigns & Elections,' 1980-1994" (Michael S. Sweeney); "From 'Seventeen' to 'Sassy': Teen Magazines and the Construction of the 'Model' Girl" (Lisa Duke); "Survey Data Indicate Some Magazines Can Help Readers Improve Society, Government by Providing Benchmarks and Forums" (Ernest C. Hynds); "Sample Size in Content Analysis of Weekly News Magazines" (Daniel Riffe and others); "'TV Guide': A Television Gatekeeper" (Heather D. Surface); "Missing Voices in the

Involvement

This paper describes how an elementary school included parents in participative decision making to develop successful student-affairs programming. Including parents in the development of school activities mollifies complainers, creates opportunities for parent input, and facilitates innovation. Student-affairs programming offers an excellent beginning point for the implementation of shared decision making. Many parents may be uncomfortable making decisions about curriculum and instruction, but feel competent offering ideas and practical advice about student extracurricular activities. Such participation may serve as a springboard for greater participation in other areas. (LMI)

ED 392 120 EA 027 340

Wilmore, Elaine L.
Test Anxiety? Try a Stick of Gum...
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- High Schools; Scores; *Test Anxiety; *Testing; *Testing Problems; Test Wiseness

American schools face pressure to increase their students' test scores. Research reports have shown American students to be particularly stressed over test taking partially because of other outside interests in their lives that also take up time. This paper offers tips to help students relieve stress arising from the testing situation. Students should practice taking tests, be prepared, read the directions slowly and carefully, think positively, and relax. One research study found that students who were allowed to chew gum during a test received slightly higher scores than did students who were not allowed to chew gum. A conclusion is that relaxed students will be better able to concentrate on their tests. (LMI)

ED 392 121 EA 027 341

Wilmore, Elaine L.
School and Family Collaboration: Parental Involvement and Student Success at a School in Texas.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Elementary Education; *Parent Influence; *Parent Participation; *Parent School Relationship; *School Activities; School Community Relationship; *Volunteers
IDENTIFIERS- Texas

This paper describes how parents and the school can work together to improve educational outcomes. It describes collaborative community-involvement strategies used at Gerard Elementary School in Cleburne, Texas. The school offers a meet-the-teacher day at the beginning of the school year, a parent-orientation night, and parent-school conferences. Parent volunteers serve

"Impressions of School-Based Management: The Cincinnati Story" (John C. Daresh); and (6) "School-Based Management in South Carolina: Balancing State-Directed Reform with Local Decision Making" (Kenneth R. Stevenson and Leonard O. Pellicer). The following articles in part 3 explore several policy implications of restructuring: (7) "School-Based Management: Implications for Minority Parents" (Edgar G. Epps); (8) "Public Schools of Choice: School Reform in the Desegregating Urban Districts of Massachusetts" (Evans Clinchy); and (9) "School-Based Management: Disconcerting Policy Issues, Critical Policy Choices" (Betty Malen and Rodney Ogawa). References accompany each chapter. (LMI)

ED 392 142 EA 027 371

The New Job Description Handbook for the School Business Office.
PUB DATE- 95
NOTE- 283p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Educational Facilities Planning; Educational Finance; Elementary Secondary Education; *Employment Qualifications; Foreign Countries; Job Analysis; *Occupational Information; School Accounting; School Administration; *School Business Officials; *School Personnel
IDENTIFIERS- *Canada; *United States

The ways in which individual school districts view and staff their business functions vary greatly. This document presents organizational charts and job descriptions of professional positions in the school-business office collected from school districts throughout the United States and Canada. Over 100 job descriptions from 50 school districts are included. The information can help administrators compare their school districts' job qualifications, job responsibilities, reporting hierarchy, and organizational structure with those of other districts. The descriptions are grouped by the following areas of responsibility: chief business administrator; business office; accounting, budgeting, and finance; facilities/buildings and grounds; data processing; food service; maintenance and operations; management-information services; purchasing/warehouse; and transportation. (LMI)

ED 392 143 EA 027 372

Murray, Louis; And Others
Homelessness, Schooling and Attainment: A Preliminary Assessment of 'Disruption Indicators' on Children's Performance in the Early Years of Schooling.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Economically Disadvantaged; *Family Characteristics; Family School Relationship; Foreign Countries; *Homeless People; *Housing Needs; One Parent Family; Primary Education; Socioeconomic Influences; *Socioeconomic Status; *Transient Children
IDENTIFIERS- *England

This paper, building on information from Portsmouth, Blackpool, problem-solving skills and greater appreciation of family as the predominant enhancers in their family/marital lives. Most respondents identified the time- and energy-consuming nature of school administration as the greatest stressor. School district size, location (rural or urban), and income level had no significant impact on the level of stressors and enhancers. Ph.D. holders rated the lowest number of stressors and the highest number of enhancers; the opposite held true for superintendents with high school and bachelors' degrees. Two tables are included. (LMI)

ED 392 163   EA 027 394

Meriwether, Charlene O.
Site-Based Management in Secondary Schools.
PUB DATE- Feb 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decentralization; Governance; Intermediate Grades; Middle Schools; *Participative Decision Making; Program Implementation; *School Administration; *School Based Management; *Secondary Education

Site-based management (SBM) gives teachers, principals, and communities a method for directly affecting and improving their schools. This newsletter describes some of the advantages of SBM, which can result in greater accountability for student learning and an increased opportunity for parents, teachers, students, and business. The greatest pitfall is the amount of time needed for successful implementation, which usually takes 5 to 10 years. A second challenge is the redefinition of roles, particularly that of the school administrator. Mandated by the Texas legislature in 1990, SBM has become a legal requirement for Texas administrators. The newsletter examines three San Antonio, Texas, schools after the first year of mandated reform. Administrators at each school believed in the positive potential of SBM. Time limits were an issue in two schools; the budget was the defining issue in the third school. (LMI)

ED 392 164   EA 027 395

Roda, Julie; And Others
Trying To Build a Team? Get Them Involved!
PUB DATE- Oct 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Collegiality; Cooperation; Elementary Secondary Education; *Group Dynamics; *Participative Decision Making; Problem Solving; *Teacher Workshops; *Team Training; *Teamwork

This paper summarizes knowledge about team building acquired from participation in a Michigan Adult Education Practitioners Inquiry Project. The first step in team building is to understand the dynamics of the entire group and to identify the unique traits of each member. The paper describes techniques and activities for enhancing communication, cooperation, and collaboration; shared problem solving; and team building. The

Clearinghouse on Children Who Are Deaf-Blind" (Bruce Bull); (5) "Blue Chair Time" (Joyce Ford); (6) "Can Inclusive Education Work for Students Who Are Deaf-Blind?" (Lori Goetz); (7) "Assessing the Instructional Environment To Meet the Needs of Learners with Multiple Disabilities Including Students Who Are Deaf-Blind" (Bonnie L. Utley); (8) "DB-LINK: Concept to Clearinghouse" (Gail Leslie); (9) "Looking at Self-Stimulation in the Pursuit of Leisure" (Kate Moss); (10) "A Dangerous Misrepresentation of the Facts in the 15th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act" (Vic Baldwin); (11) "Family Fun Day--An Experience in Nature" (Barbara Cook); (12) "A Guide for Presenters at Interpreted Conferences" (Rhonda Jacobs and Richelle Hammett); and (13) "Cruising the Information Highway" (Randy Klumph). (DB)

ED 392 184 EC 304 614

Deaf-Blind Perspectives, Fall 1994-Spring 1995.
PUB DATE- 95
NOTE- 62p.; Published three times a year. For Volume 1, see EC 304 613.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Behavior Problems; Communication Skills; *Deaf Blind; *Educational Practices; Elementary Secondary Education; Fathers; Federal Legislation; Inclusive Schools; Language Acquisition; Leisure Education; Program Development; Quality of Life; Recreation; Social Integration; Student Evaluation; Technical Assistance; Training
IDENTIFIERS- Functional Assessment; Individuals with Disabilities Education Act; Teacher Collaboration

This document consists of the three second-year issues of a newsletter concerning people with deaf-blindness. These issues include the following major articles: "A Report on Deaf-Blind Technical Assistance Collaboration" (Paddi Henderson and Rich Mulholland); "Rabbits and Retards" (Joyce Ford), in which a parent describes an encounter between her deaf-blind son and a new friend; "Communication and Language Acquisition: To Teach or Not To Teach" (Kathleen Stremel); "Recreation and Leisure" (Lauren Lieberman); "Sorting Out the Challenges of Fatherhood: Vision and Reality" (Robert W. Moore); "Improving Outcomes and the Quality of Life for Children, Youth, and Adults Who Are Deaf-Blind" (Judith E. Heumann); three presentations on the National Deaf-Blind Program (the 307.11 program) by Bud Fredericks, Michael T. Collins, and Dawn Hunter; "Functional Assessment: Understanding and Identifying the Causes of Challenging Behaviors in Students Who Are Deaf-Blind" (James K. Luiselli); "Heidi's Inclusion in Junior High: Transition and Educational Planning for a Student with Deaf-Blindness" (Susan W. Edelman and others); "Children Who Are Deaf-Blind: A National Interest Requiring National Action'" (John Reiman); and "Let's Have an Institute" (Cheryl R. Kennedy and Bruce A. Dalke). Also included in each issue are news items, conference announcements, and regional reports. (DB)

ED 392 185 EC 304 615

Schrag, Judy A.
Use of Part B Funds To Support School Reform by Nine State Education Agencies. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

issue in open enrollment. For those districts gaining students with disabilities, there were few negative outcomes; districts losing students with disabilities were losing a great deal. Several recommendations are offered for consideration when evaluating open enrollment and the participation of students with disabilities. (Contains 11 references.) (DB)

ED 392 203 EC 304 634

Lange, Cheryl M.; And Others
School Choice and Students with Disabilities: Parent Perspectives and Expectations. Research Report No. 15. Enrollment Options for Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 95
NOTE- 29p.; For other reports in this series, see ED 343 361-364, ED 367 069, ED 367 103-109, EJ 507 975, and EC 304 633-636.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Decision Making; *Disabilities; Educational Policy; Elementary Secondary Education; Expectation; *Free Choice Transfer Programs; Interviews; Open Enrollment; *Parent Attitudes; Parent Participation; Parent School Relationship; *Participant Satisfaction; Qualitative Research; *School Choice; School Districts; State Programs; Transfer Policy
IDENTIFIERS- *Minnesota

The expectations of parents of students with disabilities who transferred schools through an open enrollment option were examined in this qualitative study. In-depth interviews were conducted with parents of 18 children and adolescents who transferred their child through Minnesota's open enrollment law. Interviews addressed: the student's history of special education, reasons for transfer, delineation of student needs, parental expectations of child's school, parental expectations of child's teacher, implementation of the open enrollment option, student change after the transfer, and parental satisfaction. Results indicated that parents transferred their child only after careful deliberation and for well-conceived reasons. The needs discussed most often by parents centered on accommodation and adaptation in their child's program. Other areas emphasized by parents included personal/social adjustment, the need for a warm supportive environment, and home-school communication. (Contains 16 references.) (DB)

ED 392 204 EC 304 635

Lange, Cheryl M.; Sletten, Sandra J.
Characteristics of Alternative Schools and Programs Serving At-Risk Students. Research Report No. 16. Enrollment Options for Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 95
NOTE- 33p.; For other reports in this series, see ED 343 361-364, ED 367 069, ED 367 103-109, EJ 507 975, and EC 304 633-636.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; *Dropout Prevention; *High Risk Students; Institutional Characteristics; *Nontraditional Education; Open Enrollment; School Based Management; School

organized into three sections. Section 1, "Increasing Visibility," includes activities aimed at heightening public awareness of special education and related services. These activities present the message that special education and the related professions are worthwhile, rewarding careers to consider. The second section, "Direct Recruitment Activities," offers actions and events that can be arranged to directly convey the message about these careers. Section 3, "Marketing the Profession," touches on marketing strategies and products that can showcase careers in special education and the related services professions. Appendices provide fact sheets showing relevant national statistics, a listing of relevant organizations and associations, a description of the National Clearinghouse for Professions in Special Education, a list of commonly asked questions about special education and related services, and sample presentation materials. (DB)

ED 392 223 EC 304 654

Allan, Julie; And Others
Special Educational Needs Provision in Mainstream and Special Schools in Scotland. Final Report.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- Nov 95
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Case Studies; *Delivery Systems; *Disabilities; Educational Change; Educational Finance; Educational Policy; Educational Practices; Educational Trends; Elementary Secondary Education; Expenditure per Student; Foreign Countries; *Inclusive Schools; Interviews; Mainstreaming; School Based Management; School Choice; School Districts; *Special Education; *Special Needs Students; Special Schools; Staff Development; *Student Placement
IDENTIFIERS- *Scotland

This report describes a study which examined trends and future prospects in the placement and provision of services to children with special education needs (SEN) in Scotland, United Kingdom, in the context of recent policy changes toward increased integration, increased parental choice, and devolved school management. The study involved interviews with officers in 12 local education authorities and case studies of 32 pupils with a range of SEN in 8 mainstream and 8 special schools in 2 education authorities. The report addresses the following aspects of the study: (1) an introductory overview; (2) the nature of educational services in mainstream and special schools; (3) perceptions of the impact of policy changes on patterns of services; (4) placements of students with SEN; (5) costs of SEN services in mainstream and special schools; (6) factors influencing the placement of children with SEN; (7) achievement of pupils in mainstream and special settings; (8) training needs of teachers and other staff; (9) services for students with SEN; and (10) implications of the findings. Specific recommendations are offered to the Scottish Office Education Department, local education authorities, and schools. Appendices include interview schedules, a description of the education authorities involved, raw statistical data, and profiles of the case study pupils. (Contains 57 references.) (DB)

PUB DATE- 92
NOTE- 20p.; In: Perspectives on Reading. CLE Working Papers 2. For complete volume, see FL 023 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *British National Curriculum; Children; *English Instruction; Foreign Countries; *Instructional Material Evaluation; *Reading Material Selection; *Television
IDENTIFIERS- *Great Britain

This paper argues that the essential task of English Teachers, since the debut of the National Curriculum English, is not to make qualitative distinctions between literary and media texts nor to place them on some form of hierarchical scale. Media reading should be on equal footing with written literature reading; both involve active engagement with institutions. Rather, the aim should be to help students learn how to evaluate for themselves any kind of text according to content and context. Issues surrounding imaginative engagement with texts are examined, and the threats imposed by dangerous texts, such as video "nasties" and comics, or by unchallenging complacent texts are discussed. New methods are reviewed in which the development of literary response can be deployed with media texts with ease. The purpose of the National Curriculum English Attainment Target 2 (Reading) (Levels 5-10) is presented, and the impact of television soap opera dramas on audiences, particularly children, is highlighted. Non-literary texts must be as accepted as challenging for readers as literary texts. (Contains 23 references.) (NAV)

ED 392 245 FL 023 557

Benton, Michael
Looking at Paintings: Representation and Response.
PUB DATE- 92
NOTE- 19p.; In: Perspectives on Reading. CLE Working Papers 2. For complete volume, see FL 023 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Art Activities; *Cognitive Processes; Critical Viewing; Foreign Countries; Literature Appreciation; Poetry; Reading Comprehension; *Reading Processes; *Reading Strategies

This paper explores the concepts of representation and response as illustrated, first, by "seeing-in" (Wollheim, 1980, 1987) or by the "reading" of a painting in which the viewer regards a particular painting from different perspectives and angles. In both instances, the reading involves a dual engagement with the substance and the medium. This observation technique may appear to a literature teacher as similar to the process that young readers undergo during the initial stages of learning to read. Findings are discussed from a study conducted with two teenagers viewing a painting, their discussion and notes, within actual transcripts of the discussion included. Results reveal that the student perceives the painting, conceives a mental vision of it, and constructs its meaning similar to what would be done when reading a poem. Three steps of synthesis by the viewer toward the painting or poem are discussed: illumination of the viewer's perception, filling in of noted gaps, and constructing the meaning of the object being viewed. (Contains 23 references.) (NAV) for Japanese People"; "Difficulties Japanese Have in Reading English"; "Japanese College Students' English Reading Ability"; "A Study of Trends of College English Reading Textbooks in Japan: An Analysis of College English Reading Textbooks for 1985"; "Independent Reading in English--Use of Graded Readers in the Library English as a Second Language Corner"; "Getting Students To Read Actively"; "Teaching English Through Newspapers"; "Teaching Culture in Foreign Language Instruction in the United States"; "Teaching American Culture: Content, Methods, and Techniques"; "Development of Thought About Teaching Culture in Japan in the 1960s and Early 1970s"; "Developing Reading Materials for Teaching American Culture in English Courses"; "Administration of Language Laboratories in Colleges"; "The History of Language Laboratories--Origin and Establishment"; "Motivating Students To Learn English by Combining Slide Presentations with Reading and Listening"; "Using Authentic Video Materials in the Language Classroom"; "Introduction to CAI English Classes"; "Developing English CBI Programs at Doshisha University"; "Effects of English CBI at Doshisha University"; "Individualizing English Instruction Using Computers"; "Students' Evaluation of CAI English Classes"; and "Organizing a CAI Contest." (MSE)

ED 392 266 FL 023 602

Beaver, Pam
Memory for Dialogue: Recalling an Anchor through Talk and Response.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Connected Discourse; Discourse Analysis; *Discussion (Teaching Technique); Films; Grade 8; Junior High Schools; *Memory; Middle Schools; Participation; Pragmatics; *Problem Solving; Reciprocal Teaching; Teaching Methods; Videotape Recordings
IDENTIFIERS- *Anchored Instruction; To Kill a Mockingbird

This paper reports on a project involving student recall of the dialogue in a movie and retention of the "anchor," which in this case refers to a videotape recording of "To Kill a Mockingbird." The project looked at how students retained knowledge over a few days and what kind of activities resulted from expertise with an anchor. The goal of anchored instruction is to help students see knowledge not as facts to memorize, but as a tool for problem solving. In this project, 12 boys in an 8th grade, resource room social studies class watched scenes from the video over a period of 5 days and debated the outcome of the trial and several of the main characters for 2 weeks. Findings revealed that students remembered dialogue, primarily dramatic dialogue, from the movie almost verbatim, and they seemed to develop personal ownership of certain lines. Results suggest that some stories are told more through dialogue than through action, that the content of a video presentation includes both oral language devices that encourage subjective knowing and written language, and that there is a social dynamic involved in becoming expert in an anchor. (Contains 27 references.) (NAV)

ED 392 267 FL 023 603

synchronic state of a language. A structural, content-based view of grammaticality and of grammaticalization processes is proposed, with the inclusion of semantically significant word order phenomena into grammar. Each paper contains references. (MSE)

ED 392 286 FL 023 640

Thiel, Teresa A.
Maritime English for Communication and Cooperation.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; Curriculum Design; Developing Nations; *English (Second Language); English for Academic Purposes; *English for Special Purposes; Foreign Countries; Graduate Study; Higher Education; *Intercultural Communication; Language Role; *Maritime Education; Occupational Safety and Health; Program Descriptions; *Safety; Second Language Instruction
IDENTIFIERS- International Maritime Organization; *World Maritime University (Sweden)

Because most maritime accidents are caused by human error, notably breakdowns in communication or cooperation, and because English is the international maritime language, instruction in maritime English for communication and cooperation is an important element in maritime education. The International Maritime Organization, a specialized agency of the United Nations, has established the World Maritime University (WMU) in Sweden to train specialist maritime personnel from developing countries. The university is a small, postgraduate institution providing instruction in shipping and related fields, including improvement of maritime safety. Students come with established careers or executive positions with shipping companies and port authorities, and from diverse cultures and educational and work experiences. WMU offers five courses in varied maritime fields, leading to a master of science degree. It is an English-medium university, and offers an intensive English language program. A pre-session course covers English for academic purposes. An 18-week and a 10-week course for non-native speakers provide general English and maritime English training for making oral presentations, preparing field training reports, writing a thesis, and participating in seminars and conferences. Over half the university's students attended intensive language training, which focuses on cross-cultural communication and sharing of expertise. (MSE)

ED 392 287 FL 801 047

Nuestra Familia y la Salud (Our Family and Its Health).
PUB DATE- Dec 87
NOTE- 300p.; For related documents, see FL 801 048-068. Photographs may not copy well. Includes numerous photographs and illustrations.
LANGUAGE- Spanish
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Accident Prevention; Adult Basic Education; Adult Students; Birth; Community Education; Family Life; First Aid; Foreign Countries; *Functional Literacy; *Health Education;

activities, suggestions for maximizing student participation, and evaluation techniques. Curricula are then charted for each of five instructional themes: work issues/workplace communication; work forms; quality control; company rules; and workplace health and safety. Within each of these themes, specific goals, language skills, lesson ideas and activities, and recommended materials are detailed. Following these are the objectives and/or specialized vocabulary lists for eight different light manufacturing companies participating in the program. A bibliography lists additional worker-centered student texts and resource and teachers' guides. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 311　　　　FL 801 104

Messmer, Bet; Pemberton, Kristeen
Workplace ESL: Low Investment/High Yield Assessment and Customizing.
PUB DATE- 29 Mar 95
NOTE- 52p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Curriculum Development; Educational Needs; Evaluation Methods; Instructional Development; *Literacy Education; Needs Assessment; Personnel Policy; *Program Design; Questionnaires; Reading Instruction; Records (Forms); Second Language Instruction; *Student Evaluation; Teacher Selection; *Vocational English (Second Language)

A variety of materials and forms used in the development of vocational English-as-a-Second-Language (ESL) programs for industry employees are provided, with little narrative information. They include: a list of criteria for teacher selection; forms for recording contacts with companies; a list of information sources and content areas and several forms to be used in curriculum needs assessment; forms for assessing specific workers' communication skill needs; guidelines for assessing workers' English language and communication skills; a questionnaire to determine workers' preferences for course content; a description of the first four class sessions of one course; a form for planning a lesson based on a teacher-selected scenario; a list of resources for needs assessment and curriculum development, background information on worker education, oral communication, cultural diversity, ESL instruction, and meeting and presentation skills; a list of statements adapted from a personnel policy manual and personnel assessments; a sample in-class reading comprehension test; a form for customizing company curricula; and some classroom instructional materials. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 312　　　　FL 801 106

Dixon, Carol; Lyons, Sara
Enhancing Literacy for Learners with Diverse Language and Cultural Backgrounds, Who Are Studying in Adult Basic Education Programs. A Teacher's Guide.
PUB DATE- 95

future national needs. Three appendixes provide a list of invited participants and the working group paper, and a bibliography of 19 titles. (MDM)

ED 392 332   HE 028 920

Rogers, Robert L.; Stemkoski, Michael J.
Reality-Based Learning and Interdisciplinary Teams: An Interactive Approach Integrating Accounting and Engineering Technology.
PUB DATE- Mar 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accounting; College Students; *Engineering; Group Dynamics; Higher Education; *Interdisciplinary Approach; Participative Decision Making; *Problem Solving; Student Projects; *Teamwork
IDENTIFIERS- *Problem Centered Curriculum

This paper describes a reality-based learning project in which sophomore accounting and engineering students collaborated in interdisciplinary teams to design and build a million-dollar waterslide park. Two weeks into the project, the teams received a briefing from an industrial panel of engineers, bankers, entrepreneurs, and other professionals. Three weeks later the teams presented oral and written preliminary reports to their peers and instructors, followed by a progress report presentation at mid-term. The industrial panel then evaluated the progress reports and provided feedback. At the final presentation, teams provided drawings, scale-models, marketing materials, and financial statements to the industrial panel, which evaluated the projects and decided that two of the team projects were worthy of funding. Team members kept journals during the entire project, and evaluated their fellow team members through a fictitious $10,000 bonus to be divided among each team based on the work of each member. The paper concludes by evaluating the strengths and weaknesses of the student teams, which often had difficulty working together and responding to change. (MDM)

ED 392 333   HE 028 921

Micou, Ann McKinstry
Sustaining Linkages between U.S. and Southern African Universities: An Analysis and Inventory. Southern African Information Exchange Working Paper Number 30.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Dec 95
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Attitudes; Foreign Countries; Higher Education; *Institutional Cooperation; *International Educational Exchange; *International Programs; Program Descriptions; *Program Effectiveness; School Surveys; *Universities
IDENTIFIERS- *Africa (South); Southern African Information Exchange; United States

This survey examined linkages between U.S. and southern African

PUB DATE- 95
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alternative Teacher Certification; Clinical Experience; College Admission; College Faculty; College School Cooperation; Creative Teaching; Curriculum Development; Educational Change; Educational Research; Elementary Secondary Education; Higher Education; Instructional Effectiveness; Models; Professional Continuing Education; Program Descriptions; School Community Relationship; School Holding Power; *State Colleges; *State Universities; *Teacher Education Programs; Teacher Role
IDENTIFIERS- Diversity (Faculty); Diversity (Student); *Reform Efforts

This volume documents 213 reform efforts in teacher education programs at state colleges and universities around the United States. The programs were described by deans and directors of teacher education in a survey of 321 institutions. Survey respondents were asked to propose up to three brief descriptions of successful teacher education reform initiatives on their campuses. The submissions are organized in 11 chapters based on the program categories of the American Association of State Colleges and Universities (AASCU) "Goals for Preparing Teachers." Chapters describe programs which feature reform efforts in the following areas: (1) standards for teacher education--admission, retention, and exit; (2) diversity in teacher education--faculty, students, and curriculum; (3) the changing curriculum in teacher education; (4) clinical dimensions of teacher education; (5) modeling effective instruction and creative teaching; (6) higher education collaboration with K-12 schools and the community; (7) continuing professional development; (8) alternative routes to licensure; (9) changing role, responsibilities and reward systems for faculty; (10) research for school improvement; and (11) developing models to enhance the teaching profession (the Christa McAuliffe Showcase for Excellence). Each entry describes the program, the intended outcomes, the lessons learned, and gives a contact's name, address, and telephone number. Appendixes contains information on the review committees that worked on the volume. (JB)

ED 392 350 HE 028 950

Schlachter, Gail Ann; Weber, R. David
Directory of Financial Aids for Minorities 1995-97.
PUB DATE- 95
NOTE- 663p.; For the previous edition, see ED 342 289.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- American Indians; Asian Americans; Awards; Blacks; Eligibility; *Ethnic Groups; Fellowships; *Financial Support; Graduate Study; Higher Education; Hispanic Americans; Information Sources; *Minority Groups; Paying for College; Reference Materials; *Scholarships; *Student Financial Aid; *Student Loan Programs; Undergraduate Study

This directory completely revises and updates the previous edition, and contains information on 2,182 scholarships, fellowships, loans, grants, awards, internships, state sources of educational benefits, and general financial aid directories

The Development of a Stress Management Program for the Adult Degree Completion Program Admissions Team at a Four-Year Private Liberal Arts College.
PUB DATE- Feb 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Colleges; *Coping; Faculty Workload; Health; Higher Education; Human Resources; *Program Development; Staff Development; *Stress Management; *Stress Variables; Working Hours

A stress management program was developed for the adult degree completion program admissions team at Warner Southern College, a four-year private liberal arts college. A relatively recent stress-inducing change was caused by an administrative decision to expand the program offerings from five sites to seven, using current staff. Derived from the Matteson and Ivancevich model (1989), four major goals were identified for the stress management program: improving the relationship between admissions team members and the School of Adult and Continuing Education; adjusting policies and procedures to reduce the occurrence of stressful situations; providing training in strategies to reduce stress; and providing for an integrated wellness program. A preventative stress management program was developed for the organizational unit. Strategies are planned to address individual-organizational relationships, organizational policies and procedures, stress management training and employee assistance, and an integrated wellness program. (Contains 10 references.) (YLB)

ED 391 887 CE 070 733

Gohdes, William; Harnish, Dorothy
Status of Work-Based Learning in Georgia Technical Institutes.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Legislation; *Educational Practices; Educational Trends; *Education Work Relationship; Role of Education; State Legislation; State of the Art Reviews; Tables (Data); *Technical Education; *Technical Institutes; Trend Analysis; Two Year Colleges; *Work Experience Programs
IDENTIFIERS- *Georgia

The status of work-based learning in the programs/courses of Georgia's technical institutes was reviewed, and issues raised by recent national and state legislation regarding education's role in preparing students for the workplace were identified. It was discovered that a total of 54 occupation-based instruction (OBI) programs are currently being offered at 45% of Georgia's technical institutes. Little uniformity was found with respect to the types of activities included in programs, the sites where activities occur, and the work and study requirements of the various occupational experiences (apprenticeships, practicums, internships, and combinations thereof). It was concluded that, in view of the increasing importance that policymakers and legislators are placing on OBI, future planning for articulation between secondary and postsecondary curricula will require further examination of how OBI will be integrated into tech prep, apprenticeship, and

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Vocational Education; Behavioral Objectives; *Competency Based Education; *Electric Circuits; *Electricity; *Electronics; Equipment Utilization; Learning Activities; Measurement Equipment; *Measurement Techniques; Troubleshooting; Vocabulary; Workbooks

This workbook is intended for students enrolled in a 3-day introductory course to electronics developed during a project to retrain defense industry workers at risk of job loss or dislocation because of conversion of the defense industry. The workbook begins with a course outline and is divided into three sections that parallel the following objectives of the course's 3 days: understand atomic structure and electrons, define electronic terms, use electronic prefixes, and practice electrical safety; understand common electronic symbols, draw simple electronic schematics, solve series and parallel Ohm's law problems, and calculate power dissipation; and measure electrical quantities (voltage, current, and resistance), define and troubleshoot shorted and open circuits, discuss magnetic fields and transformer operation, and discuss and demonstrate measuring secondary voltage. Each section contains information sheets and learning activities. A final test is also included. (MN)

ED 391 907 CE 070 765

Machine Tool Technology. Tutoring Strategies for Metal Workers.
PUB DATE- 95
NOTE- 25p.; For related documents, see CE 070 758, CE 070 760, CE 070 763, and CE 070 766-768.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Vocational Education; *Cognitive Style; Employment Qualifications; Inservice Teacher Education; Job Skills; *Learning Modalities; *Machine Tool Operators; Metal Working; *Troubleshooting; *Tutoring

This tutoring strategies course designed to prepare tutors in a machine tool technology program was developed during a project to retrain defense industry workers at risk of job loss or dislocation because of conversion of the defense industry. Course contents are as follows: why you are here; qualifications of a tutor; what's in it for tutors, trainees, and the company; principles of adult learning; when you are presented with information, you will remember...; types of learning styles; types of learners--self-check; auditory learner; methods of auditory types; visual learner; methods for visual learners; kinesthetic learner; methods for kinesthetic learners; four words in tutoring (tell, show, do, review); steps to tutoring; giving feedback; actions for giving feedback; and tutoring example. (MN)

ED 391 908 CE 070 766

Blueprint Reading for Welders. Training Guide.
PUB DATE- 95
NOTE- 102p.; For related documents, see CE 070 758, CE 070 760, CE 070 763, and CE 070 765-768.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

Educational Objectives; *Educational Opportunities; *Education Work Relationship; Federal Legislation; Financial Support; *Grants; Labor Force Development; Partnerships in Education; Postsecondary Education; Program Development; School Business Relationship; School Counseling; Secondary Education; State Federal Aid; State Standards; *Statewide Planning; *Strategic Planning; Student Certification; Student Evaluation; Systems Approach; Technical Assistance; *Vocational Education
IDENTIFIERS- School to Work Opportunities Act 1994; *Wisconsin

This document details Wisconsin's state plan for implementation of activities mandated by the School-to-Work Opportunities Act of 1994 and funded by a grant from the National School-to-Work Opportunities Act. The plan is divided into 23 sections dealing with the following topics: geographical areas; local support/expansion of school-to-work opportunities programs; collaborative implementation of school-to-work opportunities; support from individuals/entities for the state plan; present/future participants in Wisconsin's statewide opportunities system; coordination/integration of 12 related federal funding programs into local school-to-work programs; specialized training and technical support; statewide curriculum development process; expansion/improvement of career and academic counseling; integration of academic and vocational education; requirement of paid, high-quality learning experiences; ensuring effective and meaningful opportunities; participation of young women in school-to-work opportunities programs; participation of all students in school-to-work opportunities programs; assessment procedure for awarding skill certificates; development of career goals and opportunities to change career majors; programs continued under Title III; low population densities; integration of Title III programs into the school-to-work opportunities system; performance standards; designated fiscal agent; and student entrance into postsecondary/training opportunities. A status report on Wisconsin's implementation of its school-to-work opportunities programs from June 1994 through June 1995 is attached. (MN)

ED 391 927 CE 070 810

Young, Grant
Program Advisory Committees Summary Report. 1994-95 Academic Year.
PUB DATE- Jan 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; Consultants; Foreign Countries; Postsecondary Education; Program Improvement; *Technical Education; *Technical Institutes
IDENTIFIERS- Saskatchewan Institute of Applied Sci and Techn

A study summarized the activities of two advisory bodies--the Program Advisory Committees (PACs) and Trade Advisory Boards (TABs)--at Saskatchewan Institute of Applied Science and Technology (SIAST). Minutes from all meetings were collected, reviewed, and analyzed according to the main areas of concern for the advisory committees: curriculum/instruction, standards, facilities/equipment, marketing/public relations, labor market, program review, and equity. Analysis of the minutes of the PACs showed that the participation rate was high with 95 percent of the PACS meeting at least once. They provided 160 formal recommendations to programs, of which 105 had been resolved or completed. PACS focused the most attention on curriculum, followed by marketing/public relations, standards, labor market, and facilities/equipment. PACs paid the least attention the characteristics of family literacy programs; looking to the future--arguing for the top priorities for research and practice; and refining and articulating the top priorities for research and practice. The papers include the following: "Integrated Services, Cross-Agency Collaboration, and Family Literacy" (Judith Alamprese); "English Immigrant Language Learners: Cultural Accommodation and Family Literacy" (Richard Duran); "Designing and Conducting Family Literacy Programs that Account for Racial, Ethnic, Religious, and Other Cultural Differences" (Vivian L. Gadsden); "Family Literacy Programs: Creating a Fit with Families of Children with Disabilities" (Beth Harry); "Longitudinal Study of Family Literacy Program Outcomes" (Andrew Hayes); "Family Literacy: Parent and Child Interactions" (Larry Mikulecky); "Teaching Parenting and Basic Skills to Parents: What We Know" (Douglas Powell); "Intergenerational Transfer of Literacy" (Catherine Snow, Patton Tabors); "Informing Approaches to Serving Families in Family Literacy Programs: Lessons from Other Family Intervention Programs" (Robert St. Pierre, Jean Layzer); and "Meeting the Needs of Families in Family Literacy Programs" (Dorothy Strickland). Appendixes include a list of symposium participants and biographical sketches of commissioned authors. (KC)

ED 391 946 CE 070 847

Mulder, Martin, Ed.
Training in Business and Industry. Selected Research Papers, 1995. AERA Special Interest Group.
PUB DATE- 96
NOTE- 137p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Computer Uses in Education; *Corporate Education; Educational Quality; Educational Technology; *Education Work Relationship; Foreign Countries; *Industrial Training; Instructional Design; *Instructional Effectiveness; Integrated Activities; Interdisciplinary Approach; Job Performance; Management Development; Organizational Climate; Participant Satisfaction; Program Evaluation; *School Business Relationship; Teamwork; Total Quality Management; *Training Methods; Transfer of Training
IDENTIFIERS- Canada; United States

This document contains 7 of the 10 papers presented at the 1995 program of the American Educational Research Association's special interest group, Training in Business and Industry. The following papers are included: "A Multi-Disciplinary Approach to Integrating Evaluation and Training" (Jo D. Gallagher); "Comparing Managers and Employees in Team Environments" (Darlene F. Russ-Eft, Lilanthi P. Ravishankar); "Customer Satisfaction Research for Training Organizations" (Martin Mulder, Kemp van Ginkel, Wim J. Nijhof); "Evaluation of an Electronic Performance Support System for Instructional Design in Corporate Training Centers" (Kent L. Gustafson, Thomas C. Reeves, Malcolm L. Smith); "Toward Meaningful Evaluation of Manager Training in Technology-Based Companies" (Colla J. MacDonald and others); "Building Training on the Pillars: Applying Total Quality in the Classroom" (Jo D. Gallagher, Douglas H. Smith, and Ralph G. Lewis); and "Personnel Job Involvement and Organizational Climate Affect Transfer of

84 percent were willing to pay for necessary adaptations or alterations. Eleven percent of symbol users did not seem aware of its existence. (Appendixes include the sampling design and characteristics, reanalysis of a previous survey, and questionnaire.) (YLB)

ED 391 963 CE 070 883

Rifkin, Jeremy
The End of Work: The Decline of the Global Labor Force and the Dawn of the Post-Market Era.
PUB DATE- 95
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Agricultural Occupations; Automation; Blacks; Computers; Dislocated Workers; Education Work Relationship; Employer Employee Relationship; *Employment Patterns; Futures (of Society); Industrialization; *Industrial Structure; Labor Economics; *Labor Market; Man Machine Systems; Manufacturing Industry; Obsolescence; Service Occupations; Social Structure; *Structural Unemployment; *Technological Advancement; Unions
IDENTIFIERS- African Americans; *Global Economy; Information Age; *Postindustrialism

This book explores the global economic and social changes that will likely occur as continued technological advancements (especially in the field of computer science) reduce the number of workers needed to produce the goods and services needed by the global population. The book is divided into five sections. Section 1 presents an overview of the current technology revolution from the standpoint of its effect on employment and the global economy and examines two competing visions of technological progress. In section 2 the effects of early innovations in automation on the livelihoods of African-American workers and trade unionists are examined as possible harbingers of what lies ahead for service and white-collar workers and middle-class managers and professional employees throughout the world. Section 3 describes the technological and organizational changes now occurring in the agricultural, manufacturing, and service sectors. The effects of the "third industrial revolution" on the global labor force are traced in section 4. Section 5 proposes several practical steps for coping with productivity advances to mitigate the effects of mass technological displacement while reaping the rewards of the high-technology revolution. The bibliography contains 140 references. (MN)

ED 391 964 CE 070 884

Wu, Robert T. Y.
A Study of the Planning of Vocational Education at Vocational High Schools for Mildly Mentally Retarded Junior High School Graduates in Taiwan, Republic of China.
PUB DATE- 2 Dec 95
NOTE- 12p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 2, 1995). Some pages contain very small, light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Planning; *Educational Planning; Foreign Countries; High School Students; Junior High Schools; *Junior

requirement for reliability, which is a necessary condition for validity, the hermeneutic approach to score interpretation supports contextualized and non-standardized assessment, and argues that validity can be achieved without reliability. Currently there is little research devoted to examining and promoting fairness in performance assessment. (JBJ)

ED 391 983 CG 025 975

Sampson, James P., Jr.
Computer-Assisted Testing in Counseling and Therapy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Testing; Computer Uses in Education; *Counseling; Counselors; *Evaluation Methods; Evaluation Problems; Evaluation Research; Test Construction; Testing; Test Interpretation
IDENTIFIERS- ERIC Digests

Computer-assisted testing (CAT) in counseling and therapy is becoming increasingly common due to dramatic improvements in cost-effectiveness and increased counselor familiarity with computer applications. The assumption underlying the use of CAT is that the effectiveness of counseling is improved by allocating repetitive computational and instructional tasks to the computer, thus allowing counselors to concentrate more fully on interpersonal tasks. Options for using CAT in counseling and therapy include: (1) test administration; (2) test scoring; (3) test score profile generation; (4) narrative interpretive report generation for both client and practitioner; and (5) videodisc-based generalized test interpretation provided to the client immediately following test administration. Benefits of CAT include enhanced test administration, scoring, interpretation, and integration. A potential limitation is the need to establish equivalency for each instrument. Other limitations include scoring errors, test validity, and ethical concerns about counselor misuse. (JBJ)

ED 391 984 CG 025 976

Geisinger, Kurt F.; Carlson, Janet F.
Testing Students with Disabilities. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); Communication Aids (for Disabled); *Disabilities; Elementary Secondary Education; Evaluation Methods; *Evaluation Problems; Evaluation Research; Special Education; Test Construction; *Test Interpretation; *Test Selection
IDENTIFIERS- Americans with Disabilities Act 1990; ERIC Digests; *Testing Accommodations (Disabilities)

The assessment of students with disabilities has taken on mediator. Eleven basic steps of the peer mediation process are listed and a case example is used. Seven steps to implement a peer mediation program are provided. Eight recommended resources are included. Contains 15 references. (JBJ)

ED 392 004 CG 026 842

Santa Rita, Emilio
The Miracle Question & Therapy with College Students.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *College Students; Counseling Effectiveness; *Counseling Techniques; Higher Education; Individual Counseling; *Therapy
IDENTIFIERS- Brief Technique; *Miracle Question; *Solution Focused Therapy

Solution-focused therapy is based on the premise that client goals and solutions are more important than problems the client depicts in sessions. The miracle question technique is used in the first session to help the client construct and consider a future without the problem: "Suppose that one night, while you were asleep, there was a miracle and this problem was solved. How would you know? What would be different?" This paper provides a guide for utilizing de Shazer's miracle question technique with college student clients in therapy. Ideas about simplifying responses to the miracle question and using them to help clients create change are presented. A step-by-step procedure to help student-clients focus on parts of their miracle response which may already be occurring is presented. Simplifying student-client's responses may contribute to the miracle question's effectiveness as it helps student-clients focus on the present, rather than the more abstract future. Case examples are provided. (JBJ)

ED 392 005 CG 026 843

Duttweiler, Patricia Cloud
Effective Strategies for Educating Students in At-Risk Situations.
PUB DATE- 95
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compensatory Education; *Dropout Prevention; Dropout Research; Educational Change; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; *Intervention; Potential Dropouts; *School Restructuring; Special Needs Students
IDENTIFIERS- *Mediation

Every aspect of children's lives affects their ability to learn and succeed in school. However, conditions associated with poverty environments are major factors in students' dropping out. Children whose home environments and social backgrounds result in development different from the mainstream enter school at a distinct educational disadvantage. This publication

Programs; *Reading Writing Relationship; Teaching Methods; Writing Instruction
IDENTIFIERS- Interactive Fiction

One of a series of educational packages designed for implementation either in a workshop atmosphere or through individual study, this Hot Topic guide presents a variety of materials to assist educators in designing and implementing classroom projects and activities centering on the topic of the computer as an aid to reading instruction. The Hot Topic guide contains guidelines for workshop use; an overview/lecture on the computer as an aid to reading instruction; and 6 focused documents and articles from scholarly and professional journals. A 29-item annotated bibliography of items in the ERIC database on the topic is attached. (RS)

ED 392 025 CS 012 360

Tillman, Gail
Will Implementing Reading Computer Assisted Instruction Compared to Traditional Reading Instruction Produce More Effective Comprehension at the Elementary School Level?
PUB DATE- 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Grade 5; *Instructional Effectiveness; Intermediate Grades; Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Research
IDENTIFIERS- New York (Brooklyn)

A study examined whether implementing reading computer assisted instruction compared to traditional reading instruction will produce more effective comprehension at the elementary school level. Subjects, 30 fifth-grade boys and girls in a low socioeconomic area of Brooklyn, New York, were divided into experimental and control groups. Subjects in the experimental group used a computer 1 day a week for 9 weeks to read and answer questions on reading passages. Subjects in the control group read and answered questions on reading passages using handouts. Results indicated that both groups increased their reading comprehension scores, and that no statistically significant differences in reading comprehension between the groups existed. Results also indicated that even though both groups had an overall positive attitude toward reading and computers, the experimental group's positive attitude seemed more definite. The implication for instruction is that if a group of students is given access to computer assisted reading instruction, reading scores and reading comprehension will increase. (Contains 37 references, 8 appendixes of data, and 4 survey instruments.) (RS)

ED 392 026 CS 012 363

Blake, Robert W.
From Literature Based Reading to Reader Response in the Elementary School Classroom.
PUB DATE- Nov 95
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

voices. Dialogics may provide the key for the modern essay. By bringing together textual voices as person-ideas, the dialogic essayist recreates the situatedness of positions in productive ways, thereby constructing authority in the performance of the relations. (Contains 14 references.) (TB)

ED 392 044   CS 215 193

Cooper, Connie S. Eigenmann
Storytelling and German Culture.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; Comparative Analysis; *Cultural Context; *Fairy Tales; Foreign Countries; *German Literature; Higher Education; Interviews; Literary Genres; *Oral Tradition; *Story Telling
IDENTIFIERS- Folktales; Genre Studies; *German Culture; Grimm (Jacob); Grimm (Wilhelm); Orality

The genre of fairytales, one structured form of storytelling, has been labeled "Marchen." German culture is orally transmitted in this generic form, and can be traced to a collection of 210 fairytales, the Grimm brothers' "Kinder-und Taus-Marchen," first published shortly after 1800. For this study, research questions were posed relating to fairytales and the German tradition, such as: (1) Have any German cultural styles in orally gathered tales emerged by tale or language choice, or dialectical/regional references? (2) What communication acts of emotional release or ties to real life situations occur? and (3) Do oral storytellers of Marchen rely on literary or oral traditions for their tale material? German American informants (n=29) were taped in an open narrative of 60 to 90 minutes each. The tapings often included the unrehearsed telling of one or more fairytales, and loosely followed an interviewing guideline. A comparative analysis using Proppian Formalism was undertaken based on transcriptions of the interviews. Results verified a communal construction of the Grimm brothers fairytales, as opposed to a single author, creative literature origin. The diverse German cultural styles in storytelling that emerged from the data before they were analyzed followed economic and social strata rather than region of origin in German. The interviews rarely communicated intense emotionality, but universal differences connect to auditor mode were evident. All informants expressed an enthusiasm for the research. Implications suggest that the Grimms' tales' orality supersedes their literary impact. (Contains 2 tables and 65 references). (TB)

ED 392 045   CS 215 206

Burns-McCoy, Nancie
Expressionist Feminist Pedagogy and the Politics of Form.
PUB DATE- Mar 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

ED 392 063 CS 215 230

Paddison, John H.
Portfolio Assessment and Computerized Composition Instruction: Combining the Best of Both Worlds.
PUB DATE- Mar 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Electronic Mail; Higher Education; Online Systems; *Portfolio Assessment; Portfolios (Background Materials); *Revision (Written Composition); Student Evaluation; Writing (Composition); *Writing Assignments; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Yavapai College AZ

In the field of composition instruction, word processors can provide a new writing environment and a wealth of teaching possibilities. Integrating portfolio assessment and its benefits into computer-assisted composition instruction, however, is not easy. Recently implemented at Yavapai College (Arizona), portfolio assessment allows instructors to respond to student work that is still in progress without the pressure of applying a grade. Second, portfolios offer proof of learning by showing changes in skill levels as students move from one project to another. To test computer applications for the new portfolio assessment approach, three students from a composition class taught in a computer lab were chosen. They turned in their assignments on disks, with files indicating the various drafts of each assignment. The instructor/researcher then put his comments on the disk also. This arrangement also allowed the instructor to assign additional activities, such as sentence and paragraph review exercises and style analysis tasks to be completed on the disk. The project was not without difficulties, however. Continuous transfer and handling of disks can at times create record-keeping problems. Also, because students are required to keep a copy of the disk, the handing in of the most current disk can sometimes be a problem. New innovations in computer technology, such as electronic mail and other network systems, should address these problems. (Appended are a sheet on common characteristics of portfolios and a file index--sample student electronic portfolio.) (TB)

ED 392 064 CS 215 232

Starkey, David, Ed.; And Others
Creative Writing as a Teaching Tool.
PUB DATE- 95
NOTE- 76p.; For 1994/95 edition, see ED 376 490.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Creative Writing; Elementary Secondary Education; Higher Education; *Playwriting; Poetry; Portfolios (Background Materials); *Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Writing Development

Offering the notion of writing pedagogy as a "bazaar with many booths," this collection of articles on teaching creative

Newspaper Use in 1994" (Bruce Garrison); "The Bias of Visual Appeal in the Selection of General Excellence Winners in Newspaper Contests" (George Albert Gladney); "Where Americans Really Get Their News" (Thomas Hargrove and Guido H. Stempel III); "Ideological Manipulation via Newspaper Accounts of Political Conflict: A Cross-National Comparative News Analysis of the 1991 Moscow Coup" (Li-Ning Huang and Katherine C. McAdams); "Help Wanted: The Adoption of Personal Advertisements by the Daily Press" (Debra L. Merskin and Thomas J. Herling); "Unnamed Sources in White House Coverage" (Daniel Riffe and Gail Johnson); "Inability to Recognize News Source Bias and Perceptions of Media Bias" (Donna Rouner and others); "Newspapers and Public Opinion. An Examination of 'The Des Moines Register' and Its Iowa Poll" (Craig W. Trumbo); and "Intercity Competition and Local Election Coverage: A Case Study" (James B. White). (CR)

ED 392 083 CS 509 177

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Radio-Television Journalism Division.

PUB DATE- Aug 95
NOTE- 236p.; For other sections of these proceedings, see CS 509 173-187 and CS 509 196.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Broadcast Journalism; Higher Education; Journalism Education; Journalism Research; Mass Media Effects; *Mass Media Role; New Journalism; News Reporting; Programming (Broadcast); Radio; Sexual Harassment; Television Research; *Television Viewing
IDENTIFIERS- Local News; Television Criticism; *Television News; Television News Magazines; Television Writing

The radio-television journalism section of the proceedings contains the following nine papers: "The World Outside: Local TV News Treatment of Imported News" (Raymond L. Carroll and Charles A. Tuggle); "Changes in Local TV News Content: Checking the Critics" (Mark D. Harmon); "Tabliod Television Exposed: The Architectural Structure of 'Hard Copy'" (James L. Marra and Maria Elizabeth Grabe); "Inconvenienced Elites, Marginalized Unions and Sexual Harassment: Network Television Labor News in the Nineties" (Conrad Smith and others); "Outreach to TV News Viewers: 'Interactivity' and 'Choice'" (Jim Upshaw); "Radio and Television Call-in Shows and Their Impact on the Public in the 1992 Presidential Campaign" (Laura Waluszko); "Television Credibility Revisited: A Longitudinal Study" (Kewen Zhang and Xiaoming Hao); "Broadcast Journalism Education: A Nationwide Survey of Television News Directors and Academics" (Lee Zukowski and Sonya Forte Duhe'); "People in a Box: 'Aids Testing,' Potter, and the Decision-Making Process of Television Journalists" (Russell B. Williams). (CR)

ED 392 084 CS 509 178

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Mass Communication and Society Division.

PUB DATE- Aug 95
NOTE- 622p.; For other sections of these proceedings, see CS 509 173-187 and CS 509 196. Simpson paper contains some broken type.

Civic/Public Journalism Debates: 'I Never Thought a Newspaper Could Ask "What If?"' and other Citizen-Reader Observations" (Barbara Zang); "Public Journalism: Leadership or Readership? A Look at Media Involvement" (Ann Weichelt); "A Critical Review: Re-Conceptualizing the Relation of 'Democracy' to 'News'" (Carol Reese Dykers); "Expanding the Public Conversation--or Just Sounding Off? An Appraisal of the Newspaper Call-In Comment Line" (James Aucoin); "Benefits and Problems of Introducing Computer-Assisted Reporting Courses: Opinions of an Expert Panel" (Kevin C. Lee and Charles A. Fleming); "Agenda Building and the 1992 Presidential Campaign: Was It a Failure to Communicate or Did the Audience Set the Agenda?" (L. M. Walters and others); "The Video News Release: Public Relations and the Television News Business" (EE Chang); "'To Others He's Just a Helpless Man in a Wheelchair! But When I See Him Like This...' Case Studies of Physical Disability in Marvel Comics, 1961-70" (Tim Lees and Sue Ralph); "The Effects of Collaborative Learning Techniques on Student Learning and Attitudes toward Mass Communication" (James D. Kelly and Michael Murrie); and "High School Press Freedom Legislation: A Survey of Key Promoters" (Lyle D. Olson and others). (RS)

ED 392 102   CS 509 197

Beebe, Steven A.; And Others
The Competent Group Communicator: Assessing Essential Competencies of Small Group Problem Solving.
PUB DATE- Nov 95
NOTE- 39p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Skills; Evaluation Methods; Higher Education; *Outcomes of Education; *Problem Solving; Speech Communication; *Student Evaluation; Student Participation; Task Analysis
IDENTIFIERS- *Communication Competencies; Competency Tests; *Small Group Communication

The "Competent Group Communicator" is an assessment tool designed to evaluate the performance of individual members who participate in task-oriented small group discussions. This instrument is designed to be used to evaluate the performance of students enrolled in a small group communication course, as a course placement tool, as a pre- and posttest of student mastery of group communication competencies, or to assist academic institutions in determining the effectiveness of small group communication instruction in group communication courses. Support is provided for six task competencies and three relational group communication competencies. Task competencies are: (1) define the problem; (2) analyze the problem; (3) identify criteria; (4) generate solutions; (5) evaluate solutions or alternatives; and (6) maintain task focus. Relational competencies are: (7) manage conflict; (8) maintain a supportive climate; and (9) manage group interaction. Besides these two groups of competencies, there is a 10th general evaluation of overall problem-solving competency. Pedagogical and research support for these individual competencies is provided, along with criteria for assessing student performance of each competency as either excellent, adequate, inadequate, or not used. A discussion of how the instrument was developed on the advisory council and help to plan school activities. If a parent does not come to a school conference, school staff will make a home visit, sometimes bringing an interpreter. Parent volunteers have been valuable in promoting multicultural activities, building a playground, developing a music and art program, establishing a before-school student-activity program, and strengthening the Parent Teachers Association. (LMI)

ED 392 122 EA 027 342

Wilmore, Elaine L.
Is the Principalship for You?
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Education; *Administrator Responsibility; *Administrator Role; *Educational Administration; Elementary Secondary Education; Intergroup Relations; *Principals; *School Administration; Teacher Administrator Relationship

People who aspire to the principalship may be unaware of some demands of the job. This paper offers some advice to those considering such a career move. It describes the realities involved in interacting with parents, students, teachers, and the central office. Aspiring principals are advised to enroll in a field-based preparation program to experience the broader administrative perspective and to examine the nature of their motivation. Sincere motivation, perseverance, and personal identification with the school mission are needed to overcome the difficulties of school administration. (LMI)

ED 392 123 EA 027 344

Wilmore, Elaine L.
Communication Skills: Success Is All a Matter of How You Say Things.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; Instructional Effectiveness; Instructional Improvement; Interpersonal Relationship; Listening Skills; Teacher Student Relationship; *Teaching Skills

Sometimes good teachers may mistakenly assume that teaching strategies that worked with other children will work well with all students. This paper argues that educators must listen and communicate collaboratively with the student, the family, and other educators to discover the right combination of learning styles and instructional techniques that will work for each individual child. Teachers are encouraged to engage in collaborative planning, try innovative instructional techniques, and seek out advice. Failure to do this is to risk the loss of the student's self-esteem and motivation to learn. (LMI) and other coastal England towns with transient populations, summarizes data on four theorized indicators of social and economic deprivation that affect families with school-age children. The four indicators measured disruption, housing, family status, and neighborhood. Methods included analysis of enrollment and demographic data for Year 1 classes (5-year-olds) in 15 Portsmouth area primary schools and a survey of 200 parents of children attending the 15 schools. Coastal towns with unique leisure, tourist, and transitory accommodation functions are characterized by a significant transient population who make uncommon demands on local services, such as education. Following the economic decline of the coastal towns, local authorities secured bed-and-breakfast hotels to provide shelter for homeless populations. The findings indicate that, in general, children who had been disrupted in their housing and/or schooling were doing less well in terms of vocabulary development than those who were not disrupted. However, children living in temporary accommodations were socially well adjusted in the school situation. Nine tables, two charts, a glossary, and list of indicators are included. (Contains 32 references.) (LMI)

ED 392 144 EA 027 373

Hoover, S. P.; Achilles, C. M.
The Problem Is Only Part of the Problem.
PUB DATE- Mar 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Learning; Group Dynamics; *Instructional Effectiveness; *Instructional Improvement; Intermediate Grades; Interpersonal Relationship; *Learning Strategies; Middle Schools; *Problem Solving; Relevance (Education); Secondary Education; Teaching Methods
IDENTIFIERS- *South Carolina

Problem-based learning (PBL) uses adult-learning theory to structure the instructional process around presentation of a problem. Learning events emulate real-life situations as closely as possible. This paper describes how two middle schools and one high school implemented a structured staff-development approach aimed at teaching teachers how to use PBL in their classrooms. Feedback from three groups of teachers indicated that students lacked the adequate social skills needed to process group work efficiently and effectively. Middle and high school teachers expressed amazement that students distrusted each other, would not share or willingly cooperate, and often displayed a "me or them" survival attitude. The teaching of people skills often took priority over problem-solving activities. PBL was, however, an effective vehicle for addressing varied learning styles. All teachers felt bound by the constraints of the school-day schedule, not having enough time for the extensive planning that PBL requires. One table is included. The appendix contains a form that elicited teacher feedback on PBL. (LMI)

ED 392 145 EA 027 374

Hoover, Susan; Achilles, Charles M.
"The How" of Collaboration.

process of team building is essential to job satisfaction and employee retention and will enhance adult-education programs. (LMI)

ED 392 165 EA 027 396

Colomb, Mark A.
A Comparative Analysis of the Attitudes of Superintendents toward Persons with AIDS in Mississippi's Public School Districts.
PUB DATE- Aug 95
NOTE- 88p.; Ph.D. Dissertation, Jackson State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Administrator Attitudes; Administrator Characteristics; Analysis of Variance; Elementary Secondary Education; *Health Education; *Public Schools; *Superintendents
IDENTIFIERS- *Mississippi

This paper presents findings of a study that examined Mississippi public school superintendents' attitudes toward persons with Acquired Immune Deficiency Syndrome (AIDS) or Human Immunodeficiency Virus (HIV). A survey mailed to 153 Mississippi superintendents yielded 107 returns, a 70 percent rate. The instrument was called the "Superintendents' Attitudes Toward Persons with AIDS in Mississippi Public School Districts." The sample was predominantly comprised of white males. Overall, the superintendents showed a moderate attitude, neither negative or positive, toward persons with AIDS. Most (66 percent) had not participated in AIDS-education workshops, had not established AIDS-awareness programs in their school districts (over 80 percent), and had not encountered persons with AIDS or HIV in their school districts (98 percent). Gender, age, ethnicity, educational level, geographic location, and years of experience had no significant effect on the administrators' attitudes. It is recommended that school districts adopt an AIDS policy; develop initiatives that will motivate students to change risky behaviors; research and implement AIDS-education programs on a continuing basis; and require inservice training for school administrators. Fourteen tables are included. A copy of the questionnaire and study correspondence are included in the appendices. (Contains 29 references.) (LMI)

ED 392 166 EA 027 399

Bramley, George; Fletcher, Colin
Locality Types and School Types: Towards Baselines for Improvement and Effectiveness in Secondary Schools.
PUB DATE- 95
NOTE- 11p.; Paper presented at the European Conference on Educational Research (1st, Bath, England, September 1-4, 1995). One page in the report contains very small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Demography; Educational Assessment; Evaluation Methods; Foreign Countries; Geographic Regions; *Institutional Characteristics; *Performance; *Regional Characteristics; Rural Urban Differences; *School Effectiveness; Secondary Education
IDENTIFIERS- *England

PUB DATE- 25 Jan 96
NOTE- 41p.; Prepared by Project FORUM. For the task force final report, see ED 381 970.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Decision Making; *Disabilities; *Educational Change; *Educational Legislation; Educational Policy; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal State Relationship; *Resource Allocation; School Funds; State Departments of Education; *State Programs
IDENTIFIERS- *Individuals with Disabilities Education Act Part B

This report analyzes the uses of the Individuals with Disabilities Education Act (IDEA) Part B discretionary/set-aside, administrative, and flow-through funds for school reform activities. Telephone interviews were held with state directors of special education or staff from nine state education agencies (California, New Mexico, Iowa, Illinois, Michigan, Pennsylvania, Connecticut, Tennessee, and Florida). Findings indicated that all nine states are using Part B discretionary funds to support activities directly related to statewide school reform initiatives. Findings are detailed in text and tables for each state, concerning: (1) the extent to which students with disabilities are included within school reform efforts; (2) examples of school reform activities supported by Part B (such as changes in assessment of students with disabilities); (3) changes occurring within the states that may impact the use of Part B funds (including political, organizational, policy, and programmatic changes); and (4) recommendations related to changes in IDEA reauthorization to facilitate the use of Part B funds for school reform. These recommendations include: joint responsibility of other agencies for non-educational services; linkages with the gifted and preschool programs; reduction of time and effort in reporting requirements for split funding of personnel; and greater involvement of general education. The interview instrument and a table summarizing Part B uses for school reform are attached. (DB)

ED 392 186   EC 304 616

Summary of the 17th Annual Report to Congress on Special Education.
PUB DATE- Feb 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; Early Intervention; Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Legislation; Incidence; National Competency Tests; Outcomes of Education; Preschool Education; Program Evaluation; Rural Education; *Special Education; Special Education Teachers; Student Evaluation; *Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act

This newsletter theme issue presents highlights from the "Seventeenth Annual Report to Congress" on the implementation, impact, and effectiveness of the Individuals with Disabilities Education Act (IDEA). It presents 19 tables and 1 figure reproduced from the annual report. The issue covers: (1) funding for IDEA Part B and Chapter 1 of the Elementary and Secondary Education Act; (2) child count data, by year from

Choice; School Demography; School Restructuring; Secondary Education; Small Schools; *Special Needs Students; State Programs; *Teacher Attitudes
IDENTIFIERS- *Minnesota

This paper addresses the characteristics of alternative secondary education programs in Minnesota for students with special needs or considered to be "at risk." It examines various alternative school options including Area Learning Centers (which provide personalized year round, day and evening programs for learners aged 12 through adult) and the High School Graduation Incentives Option (a "second chance" program). A survey of 83 directors of Minnesota's alternative programs and 85 teachers in such programs was conducted. The directors' survey collected information on: program demographics, admission/exit policies, special education issues, curriculum and student progress procedures, tracking issues, staff demographics, and organization and decision making issues. The teachers' survey asked questions about the teachers' experiences. Results indicated that the schools surveyed tended to be small, have few support services within the school, use community resources to support the curriculum, exhibit a high level of control shared with staff (though such areas as funding and space allocation were usually decided by district administrators), and have teachers who see these schools as not yet meeting their ideal (though much closer to ideal than the conventional high school). Results also support the value of these alternative programs for serving special needs students. Contains four references. (DB)

ED 392 205 EC 304 636

Lange, Cheryl M.
School Choice and Students with Disabilities: The Practice and the Policy. Research Report No. 17. Enrollment Options for Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 95
NOTE- 26p.; For other reports in this series, see ED 343 361-364, ED 367 069, ED 367 103-109, EJ 507 975, and EC 304 633-635.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College School Cooperation; Credit Courses; *Disabilities; Dropout Prevention; *Educational Practices; Educational Trends; Elementary Secondary Education; *High Risk Students; *Nontraditional Education; *Open Enrollment; Postsecondary Education; *School Choice; State Programs; Transfer Policy; Transfer Students; Trend Analysis
IDENTIFIERS- *Minnesota

This paper synthesizes 5 years of research examining three Minnesota school choice options for students with disabilities: (1) open enrollment; (2) High School Graduation Incentives (a second chance option for at-risk students); and (3) Postsecondary Enrollment Options Program (which allows 11th and 12th graders to enroll in college courses for high school and college credit at no cost). Analysis of the three options addresses program characteristics, participation rates of students with disabilities, impact of transfer as a function of disability classification, student characteristics and reasons for transfer, impact on school districts of transfer of students with disabilities, and program impact. Students with disabilities are participating in each of these options. Questions are raised on the impact of such options on schools,

ED 392 224 EC 304 655

Kallas, Anmarie, Ed.
Innovation and Development in Special Education. Directory of Current Projects. 1996 Edition. Research in the Education of Individuals with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Behavior Disorders; Cultural Differences; Delivery Systems; *Disabilities; Early Intervention; Educational Policy; Educational Technology; Elementary Secondary Education; Emotional Disturbances; *Federal Aid; Instructional Effectiveness; *Instructional Innovation; Postsecondary Education; Preschool Education; Program Descriptions; Program Evaluation; *Research Projects; School Restructuring; Secondary Education; Severe Disabilities; Student Evaluation; Teacher Education; Teacher Persistence; Teacher Supply and Demand; Teaching Models
IDENTIFIERS- *Office of Special Education Programs

This directory contains abstracts of approximately 250 projects funded by the Division of Innovation and Development of the U.S. Office of Special Education Programs, through September 1995. Abstracts typically provide the following information: title; principal investigator name, address, and telephone number; grant number; beginning and ending dates; purpose; method; and anticipated products. Projects are grouped into 11 sections according to the primary focus of the study. The 11 sections are: (1) assessment; (2) cultural differences; (3) infants, young children, and families; (4) instructional effectiveness, models, and learning; (5) policy and program evaluation; (6) restructuring and service delivery issues; (7) secondary education and postsecondary outcomes; (8) serious emotional disturbance and behavioral disorders; (9) severe disabilities; (10) teacher training, retention, and supply and demand; and (11) technology and software. Access to the project descriptions is provided by indexes of principal investigators, institutions, subjects, states, and competitions. (DB)

ED 392 225 EC 304 656

Barrington, Gail V.
Supporting Integration: Work in Progress in Alberta. Final Report, 1995 and Executive Summary.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Special Educational Services Branch.
PUB DATE- 95
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Delivery Systems; *Disabilities; Early Childhood Education; *Educational Development; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Mainstreaming; Needs Assessment; Program Development; Program Effectiveness; School Districts; Social Integration
IDENTIFIERS- *Alberta

This report describes a province-wide study in Alberta (Canada)

ED 392 246 FL 023 575

Met, Myriam
Middle Schools and Foreign Languages: A View for the Future. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum Design; *Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Program Design; *Second Language Instruction; Teaching Methods
IDENTIFIERS- ERIC Digests

This digest focuses on foreign language instruction at the middle school level. In general, middle school foreign language programs have received relatively little attention. However, the increased emphasis within the field on longer sequences of instruction, combined with the conversion of junior high schools to middle schools has necessitated a renewed vision of how foreign languages are taught at the middle school level. This digest focuses on this view to the future by considering the following: (1) middle school philosophy and organization and the foreign language program; (2) interdisciplinary units and the foreign language curriculum (thematic units, curricular connections, thinking skills development); (3) middle school foreign language learners; (4) middle school strategies; and (5) curriculum and materials for the middle school. (VWL)

ED 392 247 FL 023 578

Marsh, Christine A.
Middle School Students' Attitudes toward High School Foreign Language Study.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Age Differences; *Course Selection (Students); *Educational Attitudes; Grades (Scholastic); High Schools; Intermediate Grades; Junior High Schools; Language Attitudes; *Middle Schools; *Secondary School Curriculum; *Second Languages; Sex Differences; *Student Attitudes; Surveys
IDENTIFIERS- *Middle School Students

A total of 283 students at Fassett Middle School in Oregon, Ohio, a suburban, middle-class city were surveyed about their attitudes toward foreign language study in high school. The participants were 151 male and 132 female students in grade 6 (87), grade 7 (104), and grade 8 (92). The objective was to determine whether or not the middle school exploratory language component of the curriculum was achieving its goal of increasing student interest in language study. Most respondents had been enrolled in language courses during their middle school years. The teacher-developed questionnaire elicited information about students' grade, gender, languages studied, plans to take foreign language(s) in high school, plans to attend college; letter grades in languages taken; attitudes

Duranti, Alessandro; Ochs, Elinor
Syncretic Literacy: Multiculturalism in Samoan American Families. Research Report No. 16.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; *Cultural Pluralism; Culture Conflict; Elementary School Students; *Family Environment; *Homework; Intercultural Communication; *Literacy; Multilingualism; Parent Participation; *Samoan Americans; *Social Development
IDENTIFIERS- *Syncretic Literacy

This report introduces the concept of syncretic literacy by examining an exchange in which a 6-year-old Samoan-American boy, in his urban Los Angeles (California) home, involves members of his extended family to complete homework. The study illustrates how English is sometimes used in ways that are consistent with the socialization practices typical of traditional learning environments in the home country and how different family members adopt distinct cultural strategies in their interaction with the boy within the same activity. Traditional Samoan-American learning environments are described, especially in syncretic literacy instruction settings, and the text includes photographs from the videotaped home environment. Findings contradict two common misconceptions of multiculturalism: that language is a precise indicator of cultural orientation, and that members of multicultural communities are in one culture at a time. In this home environment, syncretic literacy accounts for the ways in which a language is used for distinct cultural practices and the ways in which different cultural practices are merged within the same literacy activity. (Contains 48 references.) (NAV)

ED 392 268 FL 023 604

McLeod, Beverly
School Reform and Student Diversity: Exemplary Schooling for Language Minority Students. NCBE Resource Collection Series No. 4.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; Cooperation; *Educational Change; Intermediate Grades; Junior High Schools; Language Arts; *Limited English Speaking; Literacy Education; Mathematics Education; *Middle Schools; Second Language Learning; Teaching Methods
IDENTIFIERS- *Diversity (Student); *Language Minorities

This report identifies, describes, and analyzes exemplary elementary and middle school reform efforts for limited-English-proficient (LEP) students in grades 4 through 8 in language arts, science, and mathematics in 20 states; 75 schools were screened originally by telephone to identify those exhibiting

*Instructional Materials; Public Health; *Spanish Speaking; Textbook Content
IDENTIFIERS- *Mexico

This book is part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. It provides instruction on knowing about, and caring for, the health of one's family. Topics covered include community health, pregnancy, childbirth, infant care, children's health, the health and development of young people, health problems to be aware of, and accident prevention and first aid. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 288 FL 801 048

Munoz, Gabriel Trujillo, Ed.
Lecturas de Baja California (Readings from Baja California).
PUB DATE- 90
NOTE- 307p.; For related documents, see FL 801 047-068. Photographs may not copy well.
LANGUAGE- Spanish
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Students; Foreign Countries; *Functional Literacy; *Instructional Materials; *Latin American Culture; Latin American History; *Latin American Literature; *Spanish Speaking
IDENTIFIERS- *Baja California; *Mexico

This anthology/textbook is part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. This document presents a collection of works from important writers directed to the population of Baja California, especially to adult students engaged in attaining a basic education. This collection consists of fragments of chronicles, stories, novels and poems that attempt to present in an elegant way a panorama of Mexico's roots and a vision of what the Mexican people are today. The natural beauties, traditions, legends and feelings of the population depicted will be recognized by adult readers as their own. Subjects covered in these stories and histories touch on the intrusion of the conquistadors, the influence of the Jesuits and the Franciscans, native rebellions, conflict over territory between the United States and Mexico, political turmoil, the ethnic composition of Mexico, the Mexican Revolution, peasant movements against local authorities, the urbanization of lower California, and various migrations and social change. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 289 FL 801 049

Modelo Pedagogico de Educacion Primaria para Adultos: Guia General de Apoyo para el Estudiante de Primaria (Pedagogical Model for Adult Primary Education: General Guide for the Student).
PUB DATE- Jul 90
NOTE- 23p.; For related documents, see FL 801 047-068.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Class Activities; Cognitive Style; *Cultural Pluralism; Cultural Traits; Educational Background; *Educationally Disadvantaged; *English (Second Language); Foreign Countries; Intercultural Communication; Limited English Speaking; *Literacy Education; *Notional Functional Syllabi; Student Characteristics
IDENTIFIERS- Australia

The guide is designed for teachers of adult basic education students with language backgrounds other than English, limited education, and low literacy skills coupled with relatively high oral skills in English. The first chapter outlines common educational, sociocultural, and linguistic characteristics of this target group. The second chapter suggests ways of responding to and communicating with the students.In the third chapter, a genre approach to language and literacy teaching, which links language and its context, is explained, especially as it applies to adult basic education and specifically, achievement of Australia's Certificate of General Education for adults. Four domains of communication and related curriculum content and structure are outlined: self-expression; practical purposes; knowledge; and public debate. A systemic functional model of language to inform instruction is presented briefly in chapter 4. Chapters 5 and 6 describe an adult basic education teaching/learning cycle and related instructional activities. Two subsequent chapters discuss considerations in creating a supportive learning environment and suggestions for teaching situations in which limited-English-proficient and native English-speakers are taught together. Two bibliographies are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 313 FL 801 107

Sjostrom, Margareta; Sjostrom, Rolf
Literacy and Development: A Study of Yemissrach Dimts Literacy Campaign in Ethiopia.
PUB DATE- 82
NOTE- 314p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Amharic; *Cultural Context; Developing Nations; *Educational Benefits; Foreign Countries; *Literacy Education; National Programs; Program Descriptions; Program Effectiveness; Rural Areas; *Student Attitudes; *Student Motivation; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Ethiopia; *Yemissrach Dimts Literacy Campaign (Ethiopia)

The Yemissrach Dimts Literacy Campaign in Ethiopia, begun in 1962 and concentrated in rural areas for the benefit of adults, was evaluated in a study of 466 program participants and 66 additional adult villagers. The study focused on student achievement, teaching methods, benefits experienced by participants, and the literacy campaign's role within a larger socioeconomic and political context. Results indicate that students became literate in one to two years of participation. However, individual students said they had not experienced benefits from their literacy skills. Reading in Amharic was academic institutions, focusing on programs in southern African countries other than South Africa. It is based on a survey of over 500 U.S. colleges and universities in the Southern African Information Exchange (SAIE) database, as well as surveys of southern African institutions and individuals, interviews, and site visits. A total of 162 linkages, with 96 U.S. institutions and 33 southern African institutions reporting, were identified. Linkages were found to be more likely to endure when they facilitated profound personal and professional relationships, developed capacities in local institutions that could be replicated, generated processes applicable to other settings, reached out to the community, engaged industry, involved collaboration with government officials, cultivated regional collaboration, and attracted new, nonuniversity partners. The bulk of the report contains a detailed inventory of all 162 identified linkages. Fourteen appendixes provide alphabetical listings of the linkages, cross-indexed listings by academic field and type, listings of U.S.-South Africa linkages, people interviewed, and sample questionnaires. (Contains 19 references.) (MDM)

ED 392 334 HE 028 922

Realizing the Potential of Information Resources: Information, Technology, and Services. Proceedings of the CAUSE Annual Conference (New Orleans, Louisiana, November 28-December 3, 1995).
PUB DATE- 96
NOTE- 628p.; For the individual papers in each track, see HE 028 923-931.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- Computer Networks; Computers; Computer Uses in Education; *Higher Education; *Information Management; *Information Services; Information Systems; *Information Technology; Libraries; *Professional Development; Standards; Strategic Planning; Telecommunications; User Needs (Information)
IDENTIFIERS- *CAUSE National Conference; *Client Server Computing Systems

This document presents the proceedings of a conference on managing and using information technology in higher education in regard to client/server computing, network delivery, process reengineering, leveraging of resources, and professional development. Eight tracks, with eight papers in each track, addressed the themes of: (1) strategic planning; (2) policies and standards; (3) serving clients with client/servers; (4) rethinking user services; (5) new technologies; (6) networking and telecommunications; (7) professional development; and (8) academic computing and libraries. In addition, the document contains a summary of a focus session on information technology staffing issues and a summary of conference evaluations by 386 attendees. (MDM)

ED 392 335 HE 028 923

Realizing the Potential of Information Resources: Information, Technology, and Services. Track 1: Strategic Planning.
PUB DATE- 96
NOTE- 97p.; In: Realizing the Potential of Information Resources: Information, Technology, and Services. Proceedings of the CAUSE Annual Conference (New Orleans, Louisiana, November 28-December 3, 1995); see HE 028 922.
LANGUAGE- English

for minorities. The directory is divided into four separate sections. The first section provides 2,014 references to a wide variety of financial aid programs designed primarily or exclusively for minorities and sponsored by more than 550 government agencies, professional organizations, corporations, sororities, fraternities, foundations, religious groups, educational associations, and military/veterans organizations. Entries are grouped in six categories: (1) scholarships, (2) fellowships, (3) loans, (4) grants, (5) awards, and (6) internships. Within each category aid designed exclusively for Asian Americans, Black Americans, Hispanic Americans, and Native Americans are grouped separately from those aimed at minorities in general. Each entry lists program title, address and telephone number, purpose, eligibility, financial data, duration, special features, limitations, number awarded each year, and deadline for application. The second section lists state sources of information on educational benefits and identifies state agencies to contact for information on these benefits. The third section is an annotated bibliography of 60 general financial aid directories published in the past 5 years. The final section contains indexes by program title, sponsoring organization, residency, tenability (locations where programs may be used), subject, and calendar (programs by filing date). (JB)

ED 392 351   HE 028 951

Schlachter, Gail Ann
Directory of Financial Aids for Women 1995-97.
PUB DATE- 95
NOTE- 497p.; For previous edition, see ED 327 109.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Awards; Eligibility; Fellowships; *Financial Support; Graduate Study; Higher Education; Information Sources; Paying for College; Reference Materials; Scholarship Funds; *Scholarships; *State Aid; *State Programs; *Student Financial Aid; *Student Loan Programs; Tuition Grants; Undergraduate Study; Womens Education

This directory completely revises and updates a previous edition, and lists 1,735 scholarships, fellowships, loans, grants, awards, internships, state sources of educational benefits, and general financial aid directories for women. The directory is divided into four separate sections. The first section provides 1,567 references to a wide variety of financial aid programs designed primarily or exclusively for women and sponsored by government agencies, professional organizations, corporations, sororities, fraternities, foundations, religious groups, educational associations, and military/veterans organizations. Entries are grouped into six categories: (1) scholarships, (2) fellowships, (3) loans, (4) grants, (5) awards, and (6) internships. Each entry lists program title, address and telephone number, purpose, eligibility, financial data, duration, special features, limitations, number awarded each year, and deadline for application. The second section lists state sources of information on educational benefits and identifies state agencies to contact for information on these benefits. The third section is an annotated bibliography of 60 general financial aid directories published in the past 5 years. The final section contains indexes by program title, sponsoring organization, residency, tenability (locations where programs may be used), subject, and calendar (programs by other school-to-work programs. It was further concluded that the process of determining the adequacy and appropriateness of OBI courses/programs in technical institutes must be a collaborative effort involving tech prep/apprenticeship coordinators, state-level administrators, technical institute faculty, and researchers. (Appendixes constituting approximately 75% of this document contain tables summarizing OBI activities and courses with a work-based learning component at Georgia technical institutes.) (MN)

ED 391 888 CE 070 734

Gohdes, William
Tech Prep Bridge Programs.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Adult Students; *Articulation (Education); Community Colleges; Educational Needs; Models; Program Design; Skill Development; *Statewide Planning; *Technical Institutes; *Tech Prep; *Transitional Programs; Two Year Colleges
IDENTIFIERS- *Georgia

Although tech prep is still in its infancy in Georgia, increasing numbers of students are entering technical institutes after having completed the secondary-level component of tech prep programs. Georgia's technical institutes must begin the process of developing bridge programs to help adult students with no tech prep experience develop academic and technical skills commensurate with those of tech prep-enrolled students. The Center for Occupational Research and Development (CORD) has recommended that bridge programs be interdisciplinary and systems oriented, designed around foundation courses that are broad in scope, be limited to 25 students per session, and be offered in 18-week sessions that are divided along occupational "clusters." In Georgia, the envisioned occupational clusters are as follows: environmental and agricultural sciences, business marketing and information management, human services, health and medical, and technical/engineering. Although bridge programs are normally taught in postsecondary institutions, high schools are sometimes ideal locations. CORD's Tech Prep Bridge model recommends specific courses/competencies for each cluster and presents specific guidelines for developing, implementing, evaluating, and revising bridge programs. CORD estimates the cost of bridge programs at approximately $2,500 if 25 students are enrolled per session. (Appended are transparency masters detailing sample bridge programs for each of the occupational clusters.) (MN)

ED 391 889 CE 070 735

Harnish, Dorothy; Anukam, Ray
Survey of Georgia Employers.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Vocational Education; Behavioral Objectives; *Blueprints; *Competency Based Education; *Engineering Drawing; Learning Activities; *Orthographic Projection; *Welding

This training guide, developed during a project to retrain defense industry workers at risk of job loss or dislocation because of conversion of the defense industry, is designed for a course in blueprint reading for welders. The following are among the topics covered in the course: information on a blueprint; orthographic projection; views in orthographic drawings; representing an object; sketching an isometric drawing; surface identification; basic lines and their identification; local and general notes; title blocks; dimensions; dimension units; rules for dimensioning; tolerance dimensions; welding symbols; reference lines; basic weld symbols; types of welds; supplementary symbols; welding symbol and elements; fillet welds and finishes; and groove, plug, slot, spot, seam, and flange welds. Included in the guide are the following: course outline; transparency masters; student handouts; quiz; student exercises; and reference tables. (MN)

ED 391 909 CE 070 767

Machine Tool Technology. Automatic Screw Machine Troubleshooting & Set-Up Training Outlines and Basic Operator's Skills Set List.
PUB DATE- 95
NOTE- 16p.; For related documents, see CE 070 758, CE 070 760, CE 070 763, and CE 070 765-768.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Vocational Education; Behavioral Objectives; *Competency Based Education; Employment Qualifications; *Equipment Maintenance; *Equipment Utilization; Job Skills; *Machine Tool Operators; *Troubleshooting

This set of two training outlines and one basic skills set list are designed for a machine tool technology program developed during a project to retrain defense industry workers at risk of job loss or dislocation because of conversion of the defense industry. The first troubleshooting training outline lists the categories of problems that develop in automatic screw machines, the variables that must be considered when troubleshooting automatic screw machines, and the specific topics that should be covered when training individuals to troubleshoot automatic screw machines. The second training outline lists 12 steps identified as the proper steps to use when setting up an automatic screw machine. The basic skills set consists of 8 lists containing a total of 132 specific skills required of operators of automatic screw machines. The skills are listed under the following category headings: basic controls and procedures; stock feed system; pushers and restocking; collet locking system; setting speed, feed, and stroke; basic tooling; controlling quality parts; and the recessing attachment. (MN)

ED 391 910 CE 070 768

Blueprint Reading for Sheet Metal Workers. Training Guide.
PUB DATE- 95
NOTE- 76p.; For related documents, see CE 070 758, CE 070 760, CE

to equity. Analysis of the minutes of the TABs and their Curriculum Examination Development Boards (CEDB) showed the participation rate was down from last year, with 38 percent of the TAB/CEDBs meeting at least once. CEDBs provided only two formal recommendations to programs. Most attention was focused on curriculum and standards. PACS played a vital role in the ongoing operation of SIAST credit programs, whereas TABS showed less participation. (Appendixes include analyses of minutes of PACs and TABs, status of recommendations, and PAC membership geographic distribution.) (YLB)

ED 391 928 CE 070 811

Increasing Rigor and Relevance: The School Board Connection.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 79p.; For a related document, see CE 070 812.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; *Board of Education Role; *Boards of Education; *Educational Change; *Integrated Curriculum; Leadership Responsibility; Role of Education; School Districts; Secondary Education; Superintendents; *Vocational Education

Academic-vocational integration has been identified as a national strategy ensuring that students learn a rigorous course of study in a context that supports learning through application. Four key concepts surround the definition of curriculum integration developed by the Curriculum Committee of the California School Boards Association's project: a coordinated system; enhanced academic and technical education; promotion of an understanding and application of knowledge and skills; and preparation of all students for lifelong learning and success in their life's work. Boards and superintendents must take five steps as they begin the consideration of curriculum integration: develop an awareness of the concept of curriculum integration and the potential it has for strengthening the instructional program and student learning; consider various strategies a district might use to integrate the academic and vocational/technical curriculum; understand the 10 essential elements needed in a school district to make the concept of integration successful; assess the board's commitment to the concept, the district's current activity in the area of curriculum integration, and its capacity to move toward this concept; and use the leverage points available to the board to set a course of action for the district. Specific board actions are outlined for each leverage point. School board leadership is essential to forging a major change in the delivery of instruction. (A glossary of terms is appended.) (YLB)

ED 391 929 CE 070 812

Increasing Rigor and Relevance: Linking School-to-Career. Best District Practices.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 65p.; For a related document, see CE 070 811.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Acquisition" (France M. Gauthier). Most papers contain substantial bibliographies. (MN)

ED 391 947   CE 070 848

Bruno, Rosalind R.
What's It Worth? Field of Training and Economic Status: 1993. Current Population Reports. Household Economic Studies.
PUB DATE- Dec 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Collected Works - Serials (022)
DESCRIPTORS- *Economic Status; *Educational Attainment; *Education Work Relationship; Higher Education; High Schools; Occupations; *Outcomes of Education; Racial Differences; Salaries; *Salary Wage Differentials; Sex Differences; *Specialization
IDENTIFIERS- Survey of Income and Program Participation

Data gathered in 1993 by the Census Bureau as part of the Survey of Income and Program Participation were analyzed to determine the relationship between level and field of training and economic status as of 1993. More than 27% of adults had obtained a degree of some type beyond high school, and the proportion of the adult population without a high school diploma decreased to 19%. Individuals with a degree beyond high school earned substantially more than individuals with either a high school diploma or some college and no degree. Approximately 55% of professional/doctorate degrees were in law and medicine/dentistry, and 28% of all master's degrees were in education. Degrees in law and medicine/dentistry were associated with the highest average monthly earnings, whereas degrees in home economics were associated with the lowest monthly earnings. At the bachelor's degree level, monthly earnings averaged $2,269 and ranged from $1,669 for education majors to $3,189 for engineering majors. At the advanced degree level, monthly earnings averaged $3,331 and ranged from $2,145 for liberal arts majors to $6,125 for medicine/dentistry. Within each degree type, there were fields of study that were highly concentrated in certain occupation categories, and within each field, type of occupation varied across degrees. (MN)

ED 391 948   CE 070 852

Bugarin, Alicia
Restructuring Workforce Preparation Policy. Issue Summary.
PUB DATE- Oct 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Agency Cooperation; Coordination; Educational Administration; Educational Change; *Educational Policy; *Education Work Relationship; Federal State Relationship; *Job Training; *Labor Force Development; Needs Assessment; Policy Formation; Program Administration; Program Improvement; State Agencies; State of the Art Reviews; *Statewide Planning; *Vocational Education
IDENTIFIERS- *California

This document presents the findings of a review of federal and state job training programs and governance structures in California that was commissioned to identify options for

High School Students; *Mild Mental Retardation; Vocational Education; *Vocational Schools
IDENTIFIERS- *Taiwan

Career planning is crucial to the employability of mildly mentally retarded junior high school graduates. Previous research has shown the feasibility of vocational education for mildly mentally retarded junior high school graduates studying at vocational high schools. A study investigated the planning details of vocational education for mildly mentally retarded junior high school graduates in Taiwan. Major concerns for the planning were as follows: the status of the mildly mentally retarded population, the implementation methods, special education for vocational teachers, curriculum and facility, class size, and qualification standards for selecting the experimental vocational high schools. Conference discussions and the Delphi technique were used to collect data. More than 100 experts in vocational education were invited to participate in the conference discussions and 43 experts were involved in the Delphi process. The study found that the potential number of junior high school graduates to enter vocational high schools was about 1,000 and that appropriate implementation methods included resource classrooms, special classes, and vocational extension classes. Special vocational teachers need on-the-job training in special education before the program can be implemented and vocational teacher education programs should be designed to accomplish the educational goals set for mildly mentally retarded students. The results of the study also indicated that appropriate class size should range from 10-20 students. Qualification standards for selecting the experimental vocational schools included teachers' acceptance of the program, school effectiveness, accommodation capacity, and location. Based on the findings, recommendations for student career planning, application procedures, curriculum design, program implementation, finance, and further research were made. (Contains 11 references.) (Author/KC)

ED 391 965 CE 070 885

Rasinski, Timothy; Padak, Nancy
Text Considerations in Literacy Teaching and Learning. Research to Practice.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Instructional Materials; *Literacy Education; *Reading Instruction; *Reading Material Selection; *Teaching Methods; Text Structure

Most instructional efforts in literacy education are aimed at helping learners acquire literacy skills and strategies that will enable them to deal with any text. Readers learn to read by reading, however, so it is important that readers have successful experiences with reading. Success can be fostered by careful selection of reading materials. Principles to consider in selecting texts for adult beginning readers include the readers' interests and backgrounds, the text language, contextual support, and text format. A variety of texts can be used in instructional settings, such as picture books; juvenile chapter books; poetry and songs; texts written by students themselves; Bibles, prayers, and other culturally relevant considerable importance since the passing of the "Americans with Disabilities Act (ADA)" of 1990. ADA requires that assessment of individuals with disabilities be performed with any reasonable accommodations being made. The considerations involved in assessing students with disabilities are presented under three related activities: (1) test selection--Is the instrument suitable for students with disabilities? Were individuals with like disabilities included in the normative and validation samples? (2) test administration--Can the student be appropriately and meaningfully assessed using the conditions under which the instrument was standardized? and, (3) test interpretation. Some information on the extent and severity of a student's disability should be acquired before an assessment either is selected or administered. It may also be appropriate to choose and administer tests that assess compensatory skills. (JBJ)

ED 391 985   CG 025 977

Rosenfield, Sylvia; Nelson, Deborah
The School Psychologist's Role in School Assessment. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Evaluation Problems; Evaluation Research; Evaluation Utilization; Evaluators; *Intervention; Psychological Evaluation; Psychological Testing; *School Psychologists; *Student Evaluation; Testing
IDENTIFIERS- ERIC Digests

School psychologists can play a unique role in schools because of their assessment expertise. Traditionally, they have been most involved in individual psychoeducational assessment for classification and labeling purposes, but the limitations of this form of assessment for building intervention strategies has led many school psychologists to broaden their role. Currently, there are at least three major purposes of school psychological assessment: (1) informing entitlement/classification decisions; (2) planning interventions; and (3) evaluating outcomes. Techniques linking assessment to interventions are being demonstrated by school psychologists as they consult with teachers to enhance the classroom performance of students. Further, school reform initiatives have required more program evaluation at the building and system level and school psychologists are engaged in these activities as well. Assessment is an important task in the schools, and school psychologists can increase their impact on school effectiveness by contributing their expertise in this domain at many levels. (JBJ)

ED 391 986   CG 025 978

Smith, Douglas K.
Cooperation between School Psychologists and Counselors in Assessment. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.

is the result of a comprehensive review of the literature on research and best practice. It provides and in-depth look at: factors that place students at risk; the core organizational, instructional, and curricular structures of schools; and the strategies that have proven effective with students in at-risk situations. Strategies include those for prevention--actions taken to anticipate, forestall, or deal with problems before they irreparably impair a student's ability to perform successfully in school; mediation-- the process of providing an educational environment that ensures success for all students; and intervention--actions designed to interrupt or modify problems that are negatively affecting students' performances. It argues that restructuring the educational system is an essential prerequisite to successful and lasting educational reform. Chapters are: (1) The Need for Systemic Change; (2) Restructuring the System; (3) Prevention Strategies; (4) Mediation Strategies; (5) Intervention Strategies; and (6) Summary. Contains 184 references. (JBJ)

ED 392 006 CG 026 845

Granello, Paul F.
The Cuban Americans: Ethnic Exiles.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cubans; Cultural Background; Cultural Context; Demography; Economic Factors; *Ethnic Groups; Ethnicity; Ethnic Origins; *Hispanic Americans; Immigrants; Political Influences

Cuban Americans as a demographic group have violated many of the normally observed patterns concerning immigrant groups to the United States. Although included under the term "Hispanic," Cuban Americans have had a unique demographic, political, economic, and social history in the United States which has differentiated them from other Hispanic groups. Examination of some of the differentiating factors are presented in this paper so as to better understand this ethnic group's cultural identity. Cuban Americans have been economically successful in comparison to other Hispanic and African American minority groups. Much of this success is built on the traditions of family and community. Significantly however, Cuban Americans received superior treatment to other immigrant groups and also demographically represented a biased population of educated, older, and experienced people. Cuban Americans had a substantial pre-revolution history in the United States and have had the advantage of close geographical proximity to the Latin world to assist in preservation of their culture. Second generation Cuban Americans are viewing the family differently than their parents, what effects this will have on the Cuban American community which has built so much of its economic success on family intradependence is not yet known. Contains 18 references. (JBJ)

ED 392 007 CG 026 849

Comprehensive & Coordinated Psychological Services for Children: A Call for Service Integration.
PUB DATE- Jan 95
NOTE- 51p.; Prepared by the Task Force on Comprehensive and Coordinated Psychological Services for Children: Ages 0-10.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Classroom Environment; Grade 1; *Group Discussion; Peer Groups; Primary Education; *Reader Response; Teacher Education; *Teacher Student Relationship; *Whole Language Approach
IDENTIFIERS- New Criticism; *Response to Literature

While university researchers cannot agree on a model for teaching literature, or even what literary knowing is, the training for literature that prospective elementary teachers receive is totally that of teaching reading. Such education is unrelated to reading and responding to literature. Even when preservice elementary teachers do receive literature training, usually through the English department, the training may in fact teach methods, such as New Criticism, that would be harmful if applied in the elementary school. An extended discussion of a teacher engaging a small group of first-grade readers in a story using a reader response approach shows how students may be taught basic principles of reading and responding to literature while at the same time developing their own capacity to appreciate their personal interpretations of the story and those of their peers. The exercise involved both discussion and written response to a popular children's book. Some basic emphases of reader response criticism are as follows: (1) the approach emphasizes child response, written and oral; (2) rather than answering specific questions dictated by the teacher, the child gives initial, intuitive responses and backs them up using details from the text; (3) rather than approach the text in a scientific manner, the child builds on feelings, memories and associations; and (4) children share written responses with each other instead of just with the teacher. A reader response approach to teaching literature should be part of the language arts/reading education curriculum. (Contains 18 references.) (TB)

ED 392 027 CS 012 364

Cross, John B.; And Others
Effects of Whole Language Immersion (WLI) on At-Risk Secondary Students.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; Classroom Research; Comparative Analysis; Cooperative Learning; English (Second Language); Grade 11; *Grammar; *High Risk Students; High Schools; Language Arts; *Language Skills; *Reading Improvement; Remedial Programs; *Whole Language Approach; *Writing Improvement

A study determined the effects of Whole Language Immersion, a pedagogy rooted in Whole Language and English as a Second Language on two sections of eleventh-grade students in Sumter County, Alabama, defined as at-risk by the Alabama Exit Examination. For 10 weeks, the control group was taught grammar while the experimental group underwent language immersion by daily reading, writing, and speaking. Four quantitative measures were used in pre/post forms to evaluate growth in students' lingual abilities: the Alabama High School Basic Skills Exit Exam, a writing sample, a cloze test, and an attitude inventory. Three dimensions were evaluated in the writing samples: syntactic fluency (T-Units); coherence (NAEP scale), and analytic (Diederich scale). Rich qualitative data

(150)
DESCRIPTORS- Educational History; Educational Trends; Expressionism; *Feminism; Higher Education; *Teacher Student Relationship; Teaching Methods; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Dialogic Communication; Discourse Based Teaching; *Feminist Pedagogy; Situated Learning; Student Empowerment

Does a specific strand of feminist theory within composition theory--expressionist feminist--have the potential to bring about institutional or societal change? A useful way to start an investigation is to consider a few problematic presuppositions of expressionist discourse. First, literature in this field rarely employs the term "empowerment" but it does invoke the term's goals: "to give authority, to enable, to license." The agent, the owner and distributor of this power, is the teacher, an ironic supposition because it perpetuates the power structures of the traditional teacher-student relationship and subverts the notion of student-centered learning. Second, the primary emphasis of some expressionist approaches is to help students find their buried voices, but how do the practitioners of this approach construe student voices or the lack of them? Does silence always mean powerlessness? Third, expressionist practitioners strive for dialogue involving authentic, self-expressive voices, but in doing so they ignore the dangers and constraints of academic dialogue. A review of early, recent and current approaches to expressionist teaching literature arrives at an alternative to dialogue, that is, poststructuralist discourse, the attempt to make room for all students to tell their stories. The goal of such interaction becomes not debate but rather as full a glimpse of the topic as those present are equipped to offer through "situated knowledges." (Contains 20 references.) (TB)

ED 392 046 CS 215 207

Griffin, Susan
The Official Version: Incoherence and Credibility in the Appellate Opinion.
PUB DATE- Jul 95
NOTE- 11p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (14th, University Park, PA, July 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coherence; *Court Litigation; *Credibility; Criminal Law; Higher Education; Judges; Justice; Law Students; *Narration; *Sex Bias; *Social Class; Writing (Composition)
IDENTIFIERS- Appellate Courts; Legal Writing

According to narrative theory, stories are told when there is a need to resolve conflicts. Like history, the law, too, has the task of choosing among many stories, designating one as "what really happened." Bernard Jackson suggests that judges, in deciding cases, look for "narrative coherence," that is, internal and external logic. Generally speaking, people find stories plausible when they have no gaps, and when they match the narrative models that both experience and culture offer. The People v. Borchers is a particularly disturbing case in which the age, gender, and class bias of an appellate court seems to override the rule of "narrative coherence." While the jury did not believe that Borchers acted in the heat of passion when he killed his mistress, the appellate court did. It writing is focused on applicability to all levels of instruction. The 10 articles, after a Foreword by the editor, are, as follows: "Before Writing: Remember What Makes Writing Easy" (Donald M. Murray); "Creative Writing Portfolios in Literature Classes" (William M. Ramsey); "Countee Cullen: How Teaching Rewrites the Writer" (Hans Ostrom); "Bio Bodies" (Jean Siewicki); "Responding to Creative Writing: Students-as-Teachers and the Executive Summary" (Wendy Bishop); "'What's the Use of Stories That Aren't True?' A Composition Teacher Reads Creative Writing" (Kate Ronald); "Writing's in the Bag" (Sheryl Lain); "The Dramatic Climax and 'The Right Way to Write a Play'" (Jon Tuttle); "Invention in the Poetry Writing Class: Adventures in Speech Genres" (Patrick Bizzaro); and "Myths and Little Miracles: Advice to Beginning Creative Writing Students" (Alice G. Brand). (NKA)

ED 392 065   CS 215 235

Edwins, Sharon D.
Increasing Reflective Writing and Goal Setting Skills on High Ability Sixth Grade Mathematics Students.
PUB DATE- 18 Jul 95
NOTE- 68p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grade 6; *Instructional Effectiveness; Intermediate Grades; Mathematics Instruction; *Student Educational Objectives; *Student Motivation; *Writing Improvement; Writing Skills
IDENTIFIERS- *Goal Setting; *Reflective Writing; Writing Thinking Relationship

A practicum was developed and implemented to help identify, give direction to, and build self-motivation in high ability sixth-grade students attending a magnet school in a progressive, fast-growing southwestern school district. It was felt that students must be in the driver's seat for them to have ownership for working up to their potential. Goal setting would help direct students to focus on their educational and future desires. Reflective writing would provide students with a tool for self-assessment. Reflective thinking and writing would lead students to a greater sense of responsibility toward the goals they had set and to a greater understanding of their accomplishments resulting in self-motivation. The objectives for the practicum were for students to show a 20% increase in their goal accomplishment measured by student scoring through the use of a rubric and a 20% increase in ability to write reflectively measured by students and teacher scoring through the use of a rubric. Both objectives were met with the target group improving in both areas. Contains 16 references and 4 tables of data. Appendixes include goal setting forms and reflective thinking questions. (Author/RS)

ED 392 066   CS 215 236

Erwin, Barbara; And Others
Creating Legends for the Future: Linking Art & Literature into Language Arts Instruction and Teacher Training.
PUB DATE- Mar 95
NOTE- 34p.; Paper presented at the Annual Conference of the Texas State Reading Association (Houston, TX, March 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; Broadcast Journalism; Higher Education; *Mass Media Effects; *Mass Media Role; Media Research; Newspapers; *Online Searching; *Political Campaigns; Political Influences; Programming (Broadcast); Radio
IDENTIFIERS- Community Bulletin Board System; Journalists; Online Database Information Network; Online User Groups; *Political Advertising; *Public Interest; Womens Suffrage

The mass communication and society section of the Proceedings contains the following 20 papers: "Media, Bureaucracy and the Success of Social Protest: Media Coverage of Environmental Movement Groups" (Julia B. Corbett); "How People Use Newspaper-Sponsored Community Bulletin Boards: A Field Test of 'The Evansville Courier's' Courier On-Line" (Philip J. Auter and David O. Clark); "Anti-Suffrage Press and Propaganda of the Liquor and Brewing Industries: Wisconsin, 1910-20" (Elizabeth V. Burt); "Music in Political Advertising: An Analysis of the Use of Music in Presidential Campaign Spots, 1968-1988" (O. Patricia Cambridge); "'Turf Wars': Journalists' Claims to Political Communication Jurisdiction in the New Media Era" (Patricia L. Dooley and Paul Grosswiler); "Constraints on the Evolution of Talk in Talk Radio" (Matthew C. Ehrlich and Noshir S. Contractor); "'In Search of...': Assessing the Relationship among 'Big 5' Personality Traits, Program Choice, and Gratifications Obtained from Watching Television Programs" (Cynthia M. Frisby); "Online Services as News Reporting Tools: A Study of Daily Newspaper Use of Commercial Databases in 1994" (Bruce Garrison); "The Paradox of Public Concern about Crime: An Interim Report" (Salma Ghanem and Dixie Evatt); "Stereotypes in the Media: So What?" (Bradley W. Gorham); "Turning the Spotlight Inward: How Leading News Organizations Covered the Media in the 1992 Presidential Election" (Thomas J. Johnson and others); "Was the 1994 Election a Right-Wing Victory? An Analysis of Press Coverage of 14 Campaigns" (Tien-tsung Lee and Anthony Y.H. Fung): "Radio Station Age Demographics and the Public Interest" (Kenneth D. Loomis); "The Thomas/Hill Confrontation Makes It to the Cartoon Page: A Content Analysis of Political Cartoons" (Christine Marley and W. Bradford Mello); "Business as Usual: Myth and Mobility in Hollywood Business Films" (Mary S. Pileggi and others); "Enhancing Empathy in the Trauma Victim Interview: What Was Learned from Journalism Students" (Roger Simpson and others); "Testing the Essence of McLuhan's Ideas: Linear vs. Mosaic Thought" (Gerald C. Stone); "Framing the Flood of '93: A Comparison of Newspaper and Television Frames with Citizen Perceptions and Preferences" (Esther Thorson and others); "The Struggle to be Heard: Press Coverage of a Haitian Civil Disturbance in Miami" (Doug Walker); and "Social Determinants of Journalists' Decision-Making in Ethical Dilemmas" (Paul S. Voakes). (CR)

ED 392 085 CS 509 179

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Visual Communication Division.
PUB DATE- Aug 95
NOTE- 196p.; For other sections of these proceedings, see CS 509 173-187 and CS 509 196.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

and a report of on-going validity and reliability tests are presented. This paper extends previous work by identifying a new format for assessing the problem-solving competency of members of a small group and incorporates the most recent efforts to develop a valid and reliable tool to assess small group communication problem solving. (Contains 2 tables, 2 evaluation forms and 76 references. A pilot test is appended.) (Author/CR)

ED 392 103 CS 509 198

Daniels, Marilyn
Seeing Language: The Effect of Sign Language on Vocabulary Development in Young Hearing Children.
PUB DATE- Nov 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Early Childhood Education; Elementary School Students; Experimental Curriculum; Instructional Innovation; Kindergarten Children; *Language Acquisition; Language Research; Language Skills; Preschool Children; *Sign Language; *Vocabulary Development; *Young Children
IDENTIFIERS- Peabody Picture Vocabulary Test (Revised)

A study examined the effects of the use of sign language in young hearing children's language development. The study tracked a class of 19 Maryland students from their first week of prekindergarten over the 2-year period that ended with the last week of their kindergarten year. Subjects received sign instruction during the prekindergarten year and none in the kindergarten year and were tested at the end of the kindergarten year. The testing instrument was the Peabody Picture Vocabulary Test (PPVT-R), which showed students receiving sign language instruction scored significantly higher than similar students in comparable classes not receiving such instruction. Results indicated that the gain subjects achieved during their sign-language-enhanced prekindergarten year continued throughout their kindergarten year, with test results confirming that there was no memory decay over time. Findings suggest that the addition of sign language in their prekindergarten curriculum made a significant increase in these students' vocabularies and was sustained in the absence of any further sign instruction in their kindergarten program. Further study of the effect of sign language instruction on hearing children's language development is needed concerning the specific reason additional linguistic modalities interact in such a positive way with language growth. (Contains 28 references.) (CR)

ED 392 104 CS 509 199

Truitt, Judi C.; Kalbfleisch, Pamela J.
The Communication of Help-Seeking Skills to Children.
PUB DATE- Nov 95
NOTE- 36p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

ED 392 124 EA 027 346

Kilcrease, Annie M.; Jones, Louise
Principals' Perceptions of the Functions and Characteristics of Middle Schools in Mississippi.
PUB DATE- Nov 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Curriculum Development; Intermediate Grades; Junior High Schools; *Middle Schools; *Principals; Professional Development; *School Organization; State Standards; State Surveys
IDENTIFIERS- *Mississippi

This paper presents findings of a study that identified Mississippi middle school principals' perceptions of middle school functions and characteristics. Three broad functions of middle schools include: (1) to provide a program especially adapted to diverse student needs; (2) to promote continuity of education; and (3) to introduce needed innovations in curriculum and instruction. Data were gathered from a survey mailed to 90 middle school principals in Mississippi. A total of 63 responses were received, a 70 percent response rate. The survey instrument identified principals' attitudes toward the functions and characteristics with respect to five school components--students, teachers, principals, curriculum, and facilities and organization. Findings indicate that most of the functions and characteristics were being implemented with the exception of those in the facilities/organization category. Principals identified a trend toward a more traditional, content-based, teacher-centered education. It is recommended that the Mississippi State Department of Education develop a comprehensive middle school guide, provide staff-development activities for middle school educators, set standards for the operation of middle schools, and set standards for middle school teacher certification. (Contains 44 references.) (LMI)

ED 392 125 EA 027 347

Neal, Richard G.
School Based Management: Detailed Guide for Successful Implementation.
PUB DATE- 91
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Budgeting; *Budgets; *Decentralization; Educational Assessment; Educational Finance; Elementary Secondary Education; Governance; Organizational Effectiveness; *School Based Management; School Organization; School Restructuring

This book presents guidelines for implementing school-based management practices. Chapter 1 describes the growing interest in and rationale for school-based management (SBM). The second

PUB DATE- Aug 95
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Williamsburg, VA, August 8-12, 1995) and at the "Creating the Quality School Conference" (Oklahoma City, OK, April 6-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Agency Cooperation; Conflict Resolution; *Educational Cooperation; Guidelines; Leadership Training; Politics of Education; Secondary Education; Shared Resources and Services; *Social Services
IDENTIFIERS- South Carolina

Most school practitioners lack the knowledge to initiate major school-community collaboration efforts. This paper highlights two collaborative programs implemented in South Carolina secondary schools--one in mental health and one in conflict resolution. The paper presents an overview of the "how" of collaboration and suggests changes in university preparation programs to help administrators develop skills for managing collaborative efforts. Families and Neighborhood Schools (FANS) was South Carolina's first collaborative effort (1990) between schools and mental-health agencies to provide community services to students and their families. A program based on the FANS model was established in 1994 at a high school to address student needs related to school success, dropping out, teen pregnancy, substance abuse, criminal conduct, and conflict resolution. A peer-mediation program called Students Making Alternative Resolutions Together (SMART) is also described. The paper identifies issues to be explored by partners before asking for interagency help and describes participants' roles and the open-agenda collaborative process. Leadership skills for possible inclusion in administrator-preparation programs are listed. One table is included. (LMI)

ED 392 146   EA 027 375

Lawrence, Brenda; Hayden, Carol
Primary School Exclusions.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Admission (School); Discipline Policy; *Disqualification; Elementary Education; *Expulsion; Foreign Countries; *Out of School Youth; *Special Needs Students; Suspension
IDENTIFIERS- *United Kingdom

Most of the focus of research and debate about school exclusions in the United Kingdom has focused on secondary-age pupils. This paper presents findings of a study that hopes to inform preventative work with primary-age children who display great difficulties in mainstream and special schools. The paper examines evidence about the incidence and nature of primary school exclusions and debates some of the issues that make the practice of excluding students a serious concern. Data were obtained from a nationwide questionnaire of 46 local education agencies (LEAs), regional case studies of three LEAs, and analysis of the records of 265 children who were excluded within the three LEAs. Findings indicate that current data-collection methods are inadequate to accurately identify the excluded students. The few exclusions during the 1993-94

The Black Country is a region comprised of four local educational agencies (LEAs) in the West Midlands, England. School-league table data for the period 1992-94 were collated to form a data matrix. Using cluster analysis, 11 types of schools were identified. An analysis of electoral ward census data yielded six types of localities. Both typologies were combined to form the data matrix in order to determine the relationship between location and school characteristics. The matrix is a potential method for defining the effectiveness of school-improvement initiatives against their baseline data. The paper also discusses the potential implications for identifying process variables and appropriate school-performance indicators, as well as how to accomplish this by comparing within-cell and across-cell variations. The method may make possibile regional studies within and between European Union member states. Six figures and five tables are included. (LMI)

ED 392 167 EA 027 400

Lawler-Prince, Dianne; Slate, John R.
Administrators', Teachers', and Teaching Assistants' Self-Evaluation of Pre-School Programs.
PUB DATE- Nov 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Classroom Techniques; Curriculum Development; *Inservice Teacher Education; Preschool Children; *Preschool Education; *Preschool Teachers; *Professional Development; Program Effectiveness; Teacher Workshops

This paper presents findings of an evaluation of a 2-day training workshop, that was designed to enhance professionals' skills in working with three- and four-year old children in developmentally appropriate ways. The participants included 22 administrators, 72 teachers, and 25 teacher aides at 6 different training sites in a southern state. A pre- and post-survey asked workshop participants to identify their programs' strengths and weaknesses in accordance with child development and theory, classroom management, curriculum development and planning, assessment, and parental involvement. All three groups cited the following strengths in their programs: staff, developmentally appropriate practices, parents, and facility. Prior to the training, 33 percent of the participants identified both curriculum and developmentally appropriate practices (DAP) as strengths in their programs. Following the workshop, 57 percent and 66 percent identified their curriculum and DAP, respectively, as program weaknesses. Chi-square analysis revealed that the differences in strengths and weaknesses were a function of the professional role. It is concluded that preschool teachers need additional training and specific information regarding curriculum development, particularly in science. Training would also be useful for administrators and teaching assistants. Two tables are included. (Contains 13 references.) (LMI)

ED 392 168 EA 027 401

Bernhardt, Victoria L.
A Framework for School Change--The School Portfolio.
PUB DATE- Nov 94

1976-77 to 1993-94, by disability category, by age, and by state; (3) placement (data on students served in different educational environments); (4) exit (data on number and percentage of students exiting educational programs by disability); (5) personnel (data for special education teachers and other personnel); (6) infants, toddlers, and preschool children (number receiving early intervention services by state); (7) relationship of secondary school experiences to the early post-school results of youth with disabilities; (8) state and national assessments of students with disabilities; (9) special education finance; (10) assisting states and localities; and (11) serving students with disabilities in rural areas. (DB)

ED 392 187   EC 304 617

Fruchter, Norm; And Others
Focus on Learning: A Report on Reorganizing General and Special Education in New York City.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Oct 95
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Change Strategies; *Disabilities; Educational Change; Educational Diagnosis; Educational Finance; Educational Policy; Elementary Secondary Education; High Risk Students; High Schools; *Inclusive Schools; Legal Responsibility; Models; Preschool Education; Regular and Special Education Relationship; *School Based Management; School Districts; *School Restructuring; *Special Education; State Aid; State School District Relationship; Student Evaluation; Student Placement; Teamwork; Urban Education
IDENTIFIERS- *New York City Board of Education

This report is the result of a year-long evaluation of special education in New York City (New York) and presents major recommendations for reorganizing general and special education. It proposes a school-based model with an integrated general/special education system, and use of an enrichment allocation from merged special and general education funds to meet the needs of students with disabilities and students at risk of academic failure. It recommends creation of Instructional Support Teams within schools, formal evaluations of students by a district-level multidisciplinary Committee on Special Education, significant investment in school-based professional development, creation of an independent Accountability and Quality Assurance Office, changes in state funding mechanisms to encourage the placement of students in neighborhood schools, and restoration of funding to general education. The report begins with an executive summary and an introduction. The following six chapters address: (1) why the current system doesn't work; (2) guiding assumptions of the study; (3) major features of the school-based model; (4) implications for high schools; (5)implications for District 75/citywide programs; and (6) implications for preschools. A concluding chapter presents the study's 14 specific recommendations and suggestions for phased-in implementation. Appendices provide: public reaction to the first draft of this report; a legal analysis of the proposed changes by Perry A. Zirkel; and a review of financing dimensions of the proposed changes by Thomas B. Parrish. Contains 15 references. (DB) such as how such programs should be evaluated and locus of responsibility for support services. (Contains 22 references.) (DB)

ED 392 206 EC 304 637

Wang, Margaret C., Ed.; And Others
Handbook of Special and Remedial Education: Research and Practice. Second Edition.
PUB DATE- 95
NOTE- 468p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Disorders; Child Advocacy; *Disabilities; Early Intervention; Educational Finance; *Educational Practices; Educational Principles; *Educational Research; Education Work Relationship; Elementary Secondary Education; Emotional Disturbances; Family Involvement; *Gifted; Hearing Impairments; Individualized Education Programs; Language Impairments; Parent School Relationship; Preschool Education; School Community Relationship; Severe Mental Retardation; *Special Education; *Special Needs Students; Talent; Teacher Education; Transitional Programs; Visual Impairments

This second edition presents 15 papers intended to summarize the well-confirmed knowledge in the field of special education. The handbook is divided into three sections: the first on students with mild disabilities, those at risk for school failure, and those needing remedial help; the second on distinct disabilities; and the third on general support structures and functions. The papers are: (1) "Individualized Planning" (Richard L. Allington and Anne McGill-Franzen); (2) "Early Education for Disabled and At-Risk Children" (Rebecca R. Fewell); (3) "Elementary-School Programs" (Rollanda E. O'Connor); (4) "Secondary Educational Programs and Transition Perspectives" (Paula D. Kohler and Frank R. Rusch); (5) "Gifted and Talented Students" (Sally M. Reis and Joseph S. Renzulli); (6) "Educational Resilience" (Margaret C. Wang and Geneva D. Haertel); (7) "Learners with Visual Impairment and Blindness" (Jamie Dote-Kwan and Deborah Chen); (8) "Learners Who Are Deaf or Hard of Hearing" (Joseph E. Fischgrund); (9) "Learners with Emotional or Behavioral Difficulties" (Reece L. Peterson); (10) "Learners with Severe Intellectual Disabilities" (Diane M. Browder et al.); (11) "Learners with Language Impairments" (Katharine G. Butler); (12) "Funding" (Maynard C. Reynolds); (13) "Parents and Advocacy Systems: A Family Systems Approach" (Elena C. Pell and Elena P. Cohen); (14) "Teacher Education" (Paul T. Sindelar and Karen L. Kilgore); and (15) "School-Community Linkages" (Andrea G. Zetlin and William L. Boyd). An epilogue by Margaret C. Wang et al. summarizes current views on special and remedial education. (Individual papers contain references.) (DB)

ED 392 207 EC 304 638

Coombe, Ed; Friedland, Billie
Training School Guidance Counselors and Rehabilitation Counselors To Provide Transition Services for Individuals with Disabilities. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative

to explore the integration of students with special needs. In Phase 1 (1991-92) of the study, a telephone survey of all superintendents was conducted to provide an overview of integration practices. In Phase 2 (1992), a mail survey of superintendents and their special education designates examined the nature and extent of integration practices in further depth. Phase 3 involved development of six case studies of schools through on-site observation; document review; and staff, parent, and student interviews. The project produced a list of critical integration factors divided into 4 jurisdictional and 15 school-based factors. Jurisdictional factors include adequate physical resources, adequate human resources, adequate training for regular classroom teachers, and a written policy on integration. School-based factors include, among others, principal support/involvement, parent involvement, written policy/mission statement, formal communications systems, reduced class size where special needs students are present, planning time for integration, and preparation of regular and special needs students for integration. Individual chapters of the report provide background information, report the findings of Phases 1 and 2, present the case studies of Phase 3, and offer a cross-case analysis. A final chapter presents conclusions (noting the frequency of occurrence of each of the critical integration factors) and recommendations. The survey instruments and interview formats are appended. (Contains 27 references.) (DB)

ED 392 226   EC 304 657

ECS Program Unit Funding: A Handbook for ECS Operators. Third Edition.
PUB DATE- 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Finance; Educational Policy; Expenditure per Student; Financial Support; Foreign Countries; *Inclusive Schools; *Preschool Education; Program Costs; Program Development; Records (Forms); School Districts; *Severe Disabilities; *State Aid
IDENTIFIERS- *Alberta

This handbook is written specifically for Early Childhood Services (ECS) operators in Alberta (Canada) to apply for Program Unit Funding. It is also designed to enhance the understanding of how assistance is provided to ECS children with severe disabilities by teachers, special needs assistants, parents, and supporting agency personnel. ECS operators are encouraged to integrate children with special needs into their regular programs to the fullest extent possible. Program Unit Funding is provided in addition to basic instruction funding to offset the costs of providing educational services for children with severe disabilities. Sections of the handbook cover: (1) "Understanding the Context for Program Unit Funding"; (2) "Recognizing Basic Requirements for Program Unit Funding"; (3) "Completing the Necessary Forms for Program Unit Funding"; and (4) "Making a Declaration for Program Unit Funding." Each section provides an overview, presentation of principles, examples and specifics such as timelines and checklists, and common questions and answers. Appendices include: a developmental framework for ages 2-5; definitions of severe concerning the importance, requirement, and enjoyment of language study; and favorite and least favorite subjects in school. As anticipated, older students and students with higher language grades had more positive attitudes about language study. Female students had more positive attitudes, but students having taken at least two foreign language courses previously did not have significantly more positive attitudes than others. Contains 28 references and the survey used. (MSE)

ED 392 248 FL 023 579

Garrott, Carl L.
Phonemics within the Transitional Bilingual Program: From Haitian Creole to English.
PUB DATE- Jan 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education Programs; *Creoles; Elementary Education; *English (Second Language); *Error Patterns; *Haitians; *Interference (Language); Kindergarten; Language Patterns; *Phonemics; Spelling; Transitional Programs; Young Children

Two studies investigated the intrinsic and contextual difficulties of English spelling for native Haitian Creole-speaking children (NHCSs), and the effect of phonemic awareness on the achievement on beginning spellers. Each study had 20 NHCS kindergarten children as subjects. In the first, the subjects were trained in English phonemics (blending, isolation, segmentation, deletion), then tested for phonemic awareness. Results showed the children made errors in increasing order of severity in segmentation, deletion, blending, and isolation, and made significant errors in cluster onsets and cluster coda. The second study had an experimental group of 10 students and a control group of similar size. The experimental group was trained in the same aspects of phonemics and also in pronunciation of syllables illustrating onset rime, vowel coda, cluster onset, and cluster coda, incorporating instruction addressing error patterns found in the first study. Results indicated a significant experimental effect of phonemic training on students' spelling. Recommendations for further research are offered. A 32-item bibliography is included. (MSE)

ED 392 249 FL 023 580

Hancock, Mary; And Others
Student Perceptions of an Elementary Foreign Language Curriculum.
PUB DATE- 3 Mar 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 3, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Curriculum Development; Educational Attitudes; *Elementary School Curriculum; Elementary School Students; *FLES; Games; Grade 6; Group Instruction; Intermediate Grades; Language Attitudes; Program Evaluation; Reading Instruction; *Second Languages; *Student Attitudes; Student Evaluation of Teacher Performance; Surveys; *Teacher Characteristics; Writing Instruction

A survey measured the attitudes of sixth-graders in one school excellence in high quality language arts, significant school restructuring, and implementation of a well designed English-language acquisition program. Fifteen sites were selected for 1-day preliminary field visits based on demographic, geographic, and programmatic variables. Eight schools total in California, Illinois, Massachusetts, and Texas were selected for more intensive field work. Findings reveal that LEP education is viable and that all such successful programs possess certain essential elements that provide segregated, specialized instruction combined with meaningful integration into an all-English instructional environment. Success results from collaboration between LEP instructors and English-proficient instructors, giving more block time to LEP instruction, and the existence of a comprehensive language and literacy development program that emphasizes the same kinds of activities. An appendix details selected schools and their programs. (NAV)

ED 392 269 FL 023 606

Cline, Tony, Ed.; Frederickson, Norah, Ed.
Curriculum Related Assessment, Cummins and Bilingual Children. Bilingual Education and Bilingualism Series No. 8
PUB DATE- 96
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Students; *Curriculum Based Assessment; *Curriculum Development; Elementary Education; *Evaluation Methods; Foreign Countries; Hearing Impairments; Language Proficiency; Language Skills; Models; Oral Language; Portuguese; Secondary Education; Special Education; *Student Evaluation; Uncommonly Taught Languages
IDENTIFIERS- *Cummins (James); Great Britain

British editors and authors have applied Jim Cummins' creative ideas in various settings in British schools, by using a novel technique of curriculum related assessment with bilingual children. Articles in five chapters demonstrate the flexibility, promise, and limitations of this technique. Articles include: "The Development of a Model of Curriculum Related Assessment" (Norah Frederickson and Tony Cline); "Context, Content, and Language" (Constant Leung); "Using Curriculum Related Assessment Sheets in the Primary Classroom" (Athene Grimble and Liz Filer); "Differentiating the Secondary Curriculum" (Deryn Hall); "The Cummins Framework as a Decision Making Aid for Special Education Professionals Working with Bilingual Children" (Usha Rogers and Alan Pratten); "The Application of Cummins' Model to Work with Students with Hearing Impairment" (Ann Robson); "A Study of Oral Language Proficiency of Portuguese Bilingual Children in London" (Olga Barradas); and "A Resource for Assessing the Language Skills of Bilingual Pupils" (Mike Haworth and John Joyce). (Contains references.) (NAV)

ED 392 270 FL 023 607

Jones, Martha; And Others
Discourse Roles, Gender and Language Textbook Dialogues: Who Learns What from John and Sally? Working Paper Series.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

DESCRIPTORS- Adult Basic Education; Adult Students; Basic Skills; Community Education; Curriculum Design; Foreign Countries; *Functional Literacy; Guidelines; *Independent Study; *Instructional Materials; Literacy Education; Models; *Orientation Materials; *Spanish Speaking

IDENTIFIERS- *Mexico

This book, part of a Mexican series of instructional materials, is directed toward people over the age of 15 who are interested in beginning, continuing or finishing their basic education. It explains the pedagogical model developed for adult education in Mexico based on the following features: (1) the content of the textbooks must be useful for the adult's daily life; (2) the language of the textbooks must be easy to understand; (3) the students can apply what they have learned to the benefit of their family, workplace or community; and (4) the books can be useful to other members of the student's family. Part I of the model focuses on mathematics and the reading and writing of Spanish; Part II continues with language and mathematics and also includes: education for family life, community life, the workplace, and citizenship. The curriculum aims to improve skills in reading, writing, oral expressive and basic mathematics calculation. The role of the student advisor and the examination process are explained. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (IC)

ED 392 290 FL 801 050

Modelo Pedagogico de Educacion Primaria para Adultos: Manual para el Asesor de Estudiantes Libres. Primera Parte (A Pedagogical Model for Adult Primary Education: Manual for the Student Advisor. Part One).

PUB DATE- Mar 90

NOTE- 35p.; For related documents, see FL 801 047-068. Photographs may not copy well.

LANGUAGE- Spanish

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; Adult Students; Community Education; Foreign Countries; *Functional Literacy; Guidelines; Independent Study; *Instructional Materials; Learning Strategies; Models; Orientation Materials; *Spanish Speaking; Textbook Content

IDENTIFIERS- *Mexico

This guide, part of a Mexican series of instructional materials, is intended for advisors of students participating in an adult education program offered through public and private organizations in communities in Mexico. The first part of the program comprises Spanish and math; the second, education for family life, education for community life, education for work life, and education for citizenship. The program is designed for both the recently literate and those with some schooling. The general objective of the first part of the curriculum is to teach students to express themselves with confidence, both orally and in writing. Advisors identify areas of study in which the student needs assistance. The advisor specifies the units to be reviewed and plans the time the student will dedicate to each unit. The advisor explains the general and area objectives, the sequence and program of study, the purpose of the activities planned for monthly meetings and home visits, and the accreditation system. In the second part of the curriculum, students review previous lessons, are introduced to new topics, and invited to reflect on the importance of the topics to their daily life. The advisor points out what has taught by synthetic and analytic methods, with the influence of traditional teaching methods obvious. While motivation for sending children to school was strong, adults said it was seldom possible for them to attend themselves. In the case of women and girls, tradition was probably a major obstacle to attendance. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 314   FL 801 108

Kissam, Ed
Mexico-U.S. Migration Patterns: Implications for the Development of Binational Collaboration in Adult Education.
PUB DATE- 10 Dec 91
NOTE- 15p.; Paper presented at the Border States Conference (San Diego, CA, December 10, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Demography; Foreign Countries; *International Cooperation; *Literacy Education; *Migrant Adult Education; *Migration Patterns; Program Development; *Relevance (Education); Student Characteristics
IDENTIFIERS- *Mexico; United States

Recent new patterns in Mexico-United States migration are examined briefly, and the implications of each for planning and implementing adult education programs are discussed. The patterns noted include: (1) migration of greater distances and from new areas in Mexico, both to border areas in Mexico and to locations in California and the West Coast; (2) increases in migration flow; (3) and "shuttle migration," or movement back and forth between home and work areas. It is predicted that United States-Mexico economic integration will increase existing difficulties in providing adequate and appropriate education. A substantial investment in educational services is seen as necessary and justifiable. In addition, services must be tailored to the specific demographic characteristics of different migrant populations (older, traditional migrants, younger populations motivated to learn new language and vocational skills, and women) in order to be most effective. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 315   FL 801 109

Burt, Miriam
Selling Workplace ESL Instructional Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 4p.; A product of the Project in Adult Immigration Education (PAIE).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Curriculum Development; *English (Second Language); *Industrial Training; *Inplant Programs; Instructional Development; *Literacy Education; Marketing; Organizational Climate; Program Design; Second Language Programs; *Vocational English (Second Language)

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Community Colleges; Computer Networks; Computer Uses in Education; Consortia; Educational Change; *Higher Education; *Information Management; *Information Services; Information Systems; Information Technology; Libraries; School Accounting; Small Colleges; *Strategic Planning; Universities; User Needs (Information)
IDENTIFIERS- Arizona State University; *CAUSE National Conference; Central Michigan University; Central Oregon University Center; Client Server Computing Systems; College of the Siskiyous CA; Iowa State University; University of Pittsburgh PA; University of Rochester NY; University of South Carolina

Eight papers are presented from the 1995 CAUSE conference track on strategic planning issues faced by managers of information technology at colleges and universities. The papers include: (1) "Can Small Colleges Afford To Be Technology Leaders? Can They Afford Not To Be? (Martin Ringle and David Smallen); (2) "Strategic Planning Across Multiple Organizations: Community College MIS Consortium and the Central Oregon University Center" (Martha Romero and others), which focuses on management information systems collaboration at the College of the Siskiyous, Arizona State University, and Central Oregon University Center; (3) "Multi-Faceted Planning in 'REAL' IT" (Wayne Ostendorf and Michelle Stotts), on strategic planning at Iowa State University; (4) "OLAP/EIS Tops Off the Data Warehouse" (Henry M. Stewart), which examines the use of On-Line Analytical Processing technology at the University of Rochester; (5) "You CAN Teach an Old Dog New Tricks: Extending Legacy Applications to the New Enterprise Architecture" (Nicholas C. Laudato and Dennis J. DeSantis), which discusses the integration of old and new information technology at the University of Pittsburgh; (6) "Strategic Planning for a Library, Computing and Media Support Organization" (Maureen Sullivan and Patrick Calhoun), which focuses on the University of South Carolina; (7) "Restructuring the Information Technology Organization To Improve User Services and Return on Investment: Do Compromises Work?" (Keith R. Nelson and Richard W. Davenport), which highlights the experiences of Central Michigan University; and (8) "The Financial Mythology of Information Technology: The New Economics" (John L. Oberlin). Some papers contain references. (MDM)

ED 392 336 HE 028 924

Realizing the Potential of Information Resources: Information, Technology, and Services. Track 2: Policies and Standards.
PUB DATE- 96
NOTE- 64p.; In: Realizing the Potential of Information Resources: Information, Technology, and Services. Proceedings of the CAUSE Annual Conference (New Orleans, Louisiana, November 28-December 3, 1995); see HE 028 922.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Colleges; *Computer Networks; *Computer Security; Computer Uses in Education; Educational Change; *Higher Education; *Information Management; *Information Services; Information Systems; Information

filing date). (JB)

ED 392 352 HE 028 952

Leslie, David W.; Fretwell, E. K., Jr.
Wise Moves in Hard Times: Creating & Managing Resilient Colleges & Universities. The Jossey-Bass Higher and Adult Education Series. First Edition.
PUB DATE- 96
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; *College Administration; Colleges; Economic Factors; Educational Change; *Financial Exigency; *Financial Problems; Higher Education; Institutional Mission; Institutional Survival; Instructional Effectiveness; Leadership; *Retrenchment; Stress Management; Universities

Based on data gathered on-site at 13 colleges and universities, this volume offers an in-depth analysis of how colleges and universities have been affected by hard times, how they have risen to the challenges, and what their responses mean to the public and its support for higher education. Part 1 describes the study itself in detail and reports on its principal findings, looks at sources of fiscal stress, and at the many simultaneously developing problems that led the site institutions into a state of stress. Part 2, "Searching for Solutions," reports on how those institutions adapted to stress through changes in mission and organization, how this process tends to screen out some options and to favor others and how some institutions are doing "simultaneous tracking," working on separate dimensions of fiscal crisis simultaneously but within the framework of an agreed-upon general strategy. This part also describes particular cases in which major changes in teaching and learning have transformed several case-study institutions. Part 3, "Wise Moves," focuses on the practices that appeared to help site institutions to take control of their futures and become more resilient. This section proposes an array of signposts that may help institutions recognize trends and spot areas of concern. (Contains 111 references and an index.) (JB)

ED 392 353 HE 028 953

Hayhoe, Ruth
China's Universities--1895-1995: A Century of Cultural Conflict. Garland Studies in Higher Education, Volume 4. Garland Reference Library of Social Science, Volume 997.
PUB DATE- 96
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Access to Education; College Students; Colonialism; *Comparative Education; Cultural Influences; Curriculum Development; *Educational History; Females; Foreign Countries; *Higher Education; Imperialism; Universities; Women Faculty
IDENTIFIERS- *China

This comprehensive account of Chinese higher education during the modern period examines 100 years of the development of universities in China, with special emphasis on the cultural patterns that shaped them in ways that differed from the

Data (110)
DESCRIPTORS- Adult Education; *Employer Attitudes; Employment Patterns; Employment Projections; *Employment Qualifications; Industrial Training; Labor Force Development; Labor Needs; Partnerships in Education; School Business Relationship; State Surveys; Tables (Data); *Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- Employer Surveys; *Georgia

The business and industry representatives present at the initial meeting of each of Georgia's 16 state technical committees responsible for reviewing the curricula offered by Georgia technical institutes were surveyed to gather information about general trends in the workplace and ways of relating those trends to planning/revising technical education in Georgia (93 responded). The survey focused on the following topics: business-education partnerships; company-sponsored employee training; current business/industry trends (total quality management, hiring qualifications, technical institute program quality, hiring shortage/job growth); and work force issues. One-third of the companies represented were presently members of tech prep or school-to-work partnerships with high schools or technical institutes. Employee training was being provided by 86% of the companies. The quality of programs at technical institutes was considered excellent by 19% of respondents, good by 48%, adequate by 23%, and poor by only 3%. The greatest areas of protected job growth in the next 5-10 years were in the categories technicians (66%), professional positions (25%), and entry-level production jobs (19%). Thirty-four percent of respondents expected downsizing of their companies in the near future. (Appendixes constituting more than 80% of this document contain 41 tables/graphs summarizing the survey results. Contains 10 references.) (MN)

ED 391 890   CE 070 740

Anukam, Ray I.; Harnish, Dorothy
Information Technology Survey. Summary of Survey Findings. November 1994. A Summary of Responses. November 1995.
SPONS. AGENCY- Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- Nov 94
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Communications Satellites; Computer Networks; *Computer Uses in Education; Distance Education; *Educational Equipment; *Educational Technology; Educational Trends; *Equipment Utilization; Facsimile Transmission; *Information Technology; Questionnaires; State Surveys; Tables (Data); Technical Education; *Technical Institutes; Telephone Communications Systems; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Georgia

These two documents summarize the findings of the 1994 and 1995 rounds of the Technical Institute Information Technology Survey, which is conducted annually to gather information about a broad range of technology uses at Georgia's technical institutes. Both reports included the responses from all of Georgia's 33 technical institutes regarding their uses of the following: Georgia public television, satellite dishes, mobile rental dishes, cable television, closed circuit television, telephone company services, microwave towers, telelearning

070 763, and CE 070 765-767.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Vocational Education; Behavioral Objectives; *Blueprints; *Competency Based Education; Engineering Drawing; Learning Activities; *Machine Tool Operators; *Orthographic Projection; *Sheet Metal Work

This training guide, developed during a project to retrain defense industry workers at risk of job loss or dislocation because of conversion of the defense industry, is designed for a course in blueprint reading for sheet metal workers. The following are among the topics covered in the course: orthographic projection; isometric and oblique projection; auxiliary views; surface identification; basic lines; drawing notes; title blocks; dimensions; flat pattern layout; tabulation tables; assembling drawings; and orthographic drawing interpretation. Included in the guide are the following: course outline; transparency masters; student handouts; quiz; student exercises; and reference tables. (MN)

ED 391 911 CE 070 773

Redfield, Karen E.
Perceptions of Needs among Individuals with Childhood Sexual Abuse History in Adult Education and Learning Support Settings.
PUB DATE- Jul 95
NOTE- 91p.; Master's Field Project, Western Washington University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Administrator Attitudes; Adult Basic Education; *Adult Literacy; Adult Programs; *Adult Students; *Child Abuse; *Literacy Education; *Needs; *Sexual Abuse; Teacher Attitudes

Childhood sexual abuse research demonstrates that a broad range of social and behavioral deficits may follow the victim into adulthood. Professionals in many service domains, including those in adult learning settings, encounter these deficits in their service populations, often without the benefit of educational background or resources to understand the barriers against which affected adults may struggle. A field project was designed to gather baseline information concerning how professionals in adult education settings respond to learners with histories of childhood sexual abuse. Through a survey questionnaire method, a representative sample of 108 adult educators and learning support personnel were asked about screening for childhood sexual abuse history, the presence of onsite services for individuals with this background, and the adult competencies perceived to be important for these adults to achieve. The project revealed that screening for childhood sexual abuse history varied considerably according to the type of adult learning support settings surveyed. The services provided also were different, depending upon the educational setting. Respondents, however, were consistent in identifying adult competency or achievement needs among those with a history of childhood sexual abuse. The project findings also supported the notion that adults with long-term childhood sexual abuse effects may comprise a population with distinct learning needs. (Contains 91 references.) (Author/KC)

ED 391 912 CE 070 774

Bell, Carol; Rodman, Joe

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; *Demonstration Programs; *Educational Change; Educational Innovation; *Integrated Curriculum; Models; Program Descriptions; Program Effectiveness; School Districts; Secondary Education; Superintendents; *Vocational Education

Designed as a resource guide for a school district's governance team, this publication provides descriptions of 20 best district practices and 11 national demonstration projects on academic-vocational integration. It enables board members and superintendents to envision how the curriculum integration of academic and vocational education occurs on a districtwide level. The publication is national in scope and features a wide variety of school districts and their commitment to achieving the integration of academic and vocational education. School districts have been selected because of the uniqueness of their strategies and the breadth or depth of their efforts. The entries highlight a cross-section of school districts in terms of size, type, and geographic location. Information provided on the best district practices includes state, contact person with address and telephone number, district description, integration features, integration narrative, fiscal notes, and lessons learned. Featured states are as follows: Kentucky, Washington, California, Texas, Massachusetts, Georgia, South Carolina, Arkansas, Oregon, New York, Minnesota, Wisconsin, Maryland, Oklahoma, and Michigan. The information provided on the national integration demonstration projects includes the following: program title, project title, contact person with address and telephone number, program narrative, and fiscal notes. A summary is provided of effective models of curriculum integration. A glossary is appended. (YLB)

ED 391 930 CE 070 818

Van Ast, John; Linduska, Kim
Documenting Value Added Measures for the Iowa Community College Induction/Mentoring (CCIM) Program.
PUB DATE- 95
NOTE- 16p.; First page title reads "Breaking the Mold: An Induction Mentoring Program for New Community College Vocational-Technical Faculty." Paper presented at the American Vocational Association Convention (Denver, CO, December 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Community Colleges; *Mentors; Program Effectiveness; Program Evaluation; Program Implementation; *Teacher Education; Teaching Experience; Technical Education; Two Year Colleges; *Vocational Education Teachers
IDENTIFIERS- Iowa Community Colleges

The basis for the Iowa State University (ISU) Community College Induction/Mentoring (CCIM) Program is research that identified 43 exemplary community college teaching skills for over 200 research studies. The program is intended for vocational-technical instructors new to teaching at Iowa's community colleges. The 43 exemplary teaching competencies are grouped under 6 program constructs. CCIM uses a supportive network of trained mentors who know how to instruct students effectively and who want to share their knowledge with the next generation of instructors. Over a period of 2 academic years, new restructuring California's work force preparation policy and governance of the state's system of work force preparation programs through vocational education, job training, and school-to-work initiatives. It was concluded that California's work force preparation policy and administrative structure is fragmented and that this fragmentation may be impeding efficient provision of high-quality, responsive, and easily available services to workers and employers. The following policy options were suggested: (1) establish a single state council for policy direction, consolidate multiple employment and training programs under one administrative agency, and mirror that consolidated policy and service delivery structure at the local level; (2) create an independent umbrella work force preparation council without replacing existing advisory councils, and continue the existing state and local program administrative structure pending the new council's recommendations; (3) maintain the existing structure at the state and local levels; and (4) partner with the federal government to enhance program and service delivery flexibility by negotiating waivers of federal regulations in exchange for the delivery of mutually agreed-upon outcomes. (Contains 43 references.) (MN)

ED 391 949   CE 070 854

Bhola, H. S.
Functional Literacy, Workplace Literacy and Technical and Vocational Education: Interfaces and Policy Perspectives. UNEVOC Studies in Technical and Vocational Education 5.
PUB DATE- Jun 95
NOTE- 65p.; Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Vocational Education; Basic Skills; Developing Nations; *Economic Development; Educational Policy; Education Work Relationship; Foreign Countries; *Functional Literacy; Job Skills; Models; Productivity; *Workplace Literacy

To achieve the intergenerational social reproduction of labor, all societies develop suitable institutional arrangements for the delivery of "Education and Training for Work" (ETW). Three programs together constitute the bulk of ETW initiatives in almost every country on the globe: functional literacy (FL), workplace literacy (WPL), and technical and vocational education and training (TVET). FL or work-oriented literacy is a child of development, born in the Third World. Since the 1960s, adult literacy has been seen as an important part of the educational plan for development. WPL emerged in response to international economic competition. WPL has been developed primarily to teach or improve literacy skills directly usable in the workplace to increase productivity. TVET everywhere in the world continues to have a class bias. Its critics say it neither connects learners with the world of work nor prepares people to become self-employed entrepreneurs. FL, WPL, and TVET are natural allies. Technological and vocational skills with related economic rewards are the motivational core of FL and WPL; literacy is the praxis-based core of all TVET. The three sectors overlap in their missions and methods and could be subsumed under a conceptual category named ETW. A model for ETW has four components: choice of an appropriate curricular core of technical and vocational education, institutional interfaces between education and the workplace, structural factors, and texts; newspapers and magazines; scripts; "how to do it texts"; personal communications such as journals; and captioned television and videotapes. A wide variety of materials can be used for literacy instruction. Making the texts readable and inviting for the students enhances their chances of successfully mastering reading. (KC)

ED 391 966 CE 070 895

Auerbach, James A., Ed.; Welsh, Joyce C., Ed.
Aging and Competition: Rebuilding the U.S. Workforce.
PUB DATE- 94
NOTE- 277p.; Papers presented at a National Council on the Aging-National Planning Association symposium (Washington, DC, June 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Aging (Individuals); *Economic Development; *Employment Practices; Futures (of Society); Labor Force Development; *Labor Needs; *Older Adults; *Organizational Change; Policy Formation; Public Policy

This book contains eight papers presented at a symposium on the process of redefining the relationships between business and older workers and how older workers might enhance U.S. competitiveness, now and in the future. The book includes an introduction by U.S. Labor Secretary Robert B. Reich and an overview, "U.S. Competitiveness and the Aging Workforce: Toward Organizational and Institutional Change" (Rosabeth Moss Kanter). The following papers are included: "Business Restructuring and the Aging Workforce" (Michael Useem); "The New Workplace and Older Workers" (Douglas T. Hall, Philip H. Mirvis); "Developing the New Competitive Workforce" (Anthony P. Carnevale, Susan Carol Stone); "A Corporate Perspective on Competitiveness and Aging Workers" (Harold J. Tragash); "Understanding Labor Markets and Productive Activity through Race and Gender" (Barbara R. McIntosh); "Workforce Personality and the New Information Age Workplace" (Michael J. Driver); "A New Social Contract" (Ray Marshall); and "Aging and Competition" A Policy Action Agenda" (James A. Auerbach, Joyce C. Welsh). The book contains 178 references. (KC)

ED 391 967 CE 070 896

Riley, Matilda White, Ed.; And Others
Age and Structural Lag: Society's Failure To Provide Meaningful Opportunities in Work, Family, and Leisure.
PUB DATE- 94
NOTE- 290p.; Publication stems from the Program on Age and Structural Change sponsored by the National Institute on Aging.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Aging (Individuals); *Attitudes; Economic Change; *Employment Practices; Family Work Relationship; History; *Older Adults; Policy Formation; *Public Policy; Social Change
IDENTIFIERS- *Structural Change

This book is built around a single concept--structural lag (the tendency of social structures and norms to lag behind people's rapidly changing lives). Each of the 12 chapters explores implications of that concept in a different domain, and all reflect the authors' shared conviction of its importance, both for social theory and for practical policy. The 12 chapters and their authors are the following: "Structural Lag: Past and

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cooperation; Elementary Secondary Education; Evaluation Methods; Evaluation Problems; *Evaluators; Psychological Evaluation; Psychological Testing; *School Counselors; *School Psychologists; *Student Evaluation; Student Problems; Testing
IDENTIFIERS- ERIC Digests

The role of school psychologists and counselors in assessment is well established. With the current emphasis on collaboration in schools and the use of a pupil services model to deliver services, it is important to examine ways in which school psychologists and counselors can work together for assessment purposes. School psychologists' involvement in assessment begins with a student who has been referred by a parent or teacher for academic or behavioral difficulties. As part of the assessment process, an individual test of intelligence and an achievement test are likely to be administered. Counselors use assessment information to clarify concerns of clients, to plan programs or interventions and evaluate their effectiveness, to provide career planning information, and to assist clients in understanding themselves. School psychologist and counselor assessment processes have differing emphases that are complimentary to each other. The multidisciplinary approach to assessment required by recent legislation is especially suited for these two groups of professionals to work together in a collaborative manner. In this way a more complete picture of students' needs can be developed and service delivery can be enhanced. (JBJ)

ED 391 987 CG 025 979

Plake, Barbara S.; Conoley, Jane Close
Using Buros Institute of Mental Measurements Materials in Counseling and Therapy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselors; *Evaluation; Evaluation Methods; Evaluation Research; *Personality Assessment; *Psychological Testing; Testing; *Test Reviews; *Test Selection
IDENTIFIERS- Buros Institute of Mental Measurements; ERIC Digests

Assessment use is a cornerstone of successful counseling. Information from assessments is used for making several important therapeutic decisions, requiring the counselor to have information about assessment devices and approaches. Tests are being published at a remarkable rate; it is a challenge for counselors to stay well informed. Products and programs from the Buros Institute of Mental Measurements serve test information needs of counselors and therapists. The "Mental Measurement Yearbook" and "Test in Print" series contain information about availability, quality, and utility of assessment devices. Counselors can identify tests potentially appropriate for their clinical practice and stay up-to-date on assessment of psychological constructs and educational outcomes through use of these volumes. In addition, the Institute sponsors topical symposia and volumes targeted at specific

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Childhood Needs; Children; Consultants; Cooperative Programs; Elementary Secondary Education; Family Life; *Family Problems; Family Programs; High Risk Students; *Integrated Services; *Psychological Services; *Psychologists; Psychology; School Counseling; School Psychologists; Shared Resources and Services
IDENTIFIERS- American Psychological Association

This document is intended to present briefly the needs of children and families, to identify the greatest gaps in services, and to discuss how psychology can mobilize as a profession to address both needs and gaps. It begins by highlighting prominent indicators to demonstrate that America's children and families are in crisis. Following that are a discussion of the needs of children and families, a delineation of essential features of an integrated services system, and a consideration of psychology's role in improving services to children and families. Chapters are: (1) Introduction; (2) American Children and Families in Crisis: A Sampling of Social, Demographic, and Economic Indicators; (3) Needs of Children and Families; (4) An Integrative Perspective on Child and Family Needs; (5) Elements of Service Integration; and (6) Relevance to Psychology. Appendices are: (1) Policy Statement of the American Psychological Association on Psychology and Service Integration; (2) Integrated Services Programs Exemplars; (3) Suggested Reading (16 references); (4) Children's Mental Health Needs: Reform of the Current System; (5) Contributors and Reviewers. (JBJ)

ED 392 008 CG 026 850

Delivery of Comprehensive School Psychological Services: An Educator's Guide.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Guides; Administrators; Consultants; Educational Objectives; Elementary Secondary Education; *Personnel Selection; Professional Personnel; Program Development; Psychological Evaluation; *Psychological Services; Psychologists; School Counseling; *School Effectiveness; *School Psychologists

School psychologists constitute a major available resource to administrators and school boards as they develop comprehensive plans to increase educational effectiveness and student achievement. This publication shows how school administrators and board members can obtain the greatest return on their investment in school psychological services. While the quality of school leadership in today's schools is better than ever, school boards and administrators have clearly delineated the enormous problems that they face in educating our nation's children. With the passage of the national education goals, educators are seeking new and effective means to address the problems that face America's schools. This guide is intended to be an education tool about school psychology for school administrators, the general public, and others who might use the services of school psychologists. It describes features that are often involved in hiring school psychologists, in in the form of daily classroom observations were also recorded. Analysis of the data indicated significant growth in language ability in both control and experimental groups with no significant differences between mean gain of groups. Informal observations indicated increases of frequency in reading and writing in the experimental group. Although no student had previously completed reading a novel, by the end of the experiment, all students had finished from one to five books. Observed discipline problems diminished as students learned to work cooperatively. Students began to revise for diction, syntax, and audience, and internalized rules of Standard English grammar without direct instruction. Contains 11 references. (Author/TB)

ED 392 028 CS 012 365

Barackman, Linda; And Others
Improving Reading through Writing.
PUB DATE- Dec 95
NOTE- 81p.; M.A. Project, St. Xavier University, Illinois.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Cultural Background; Intervention; Parent Participation; Primary Education; Reading Comprehension; *Reading Improvement; Reading Motivation; Reading Research; *Reading Skills; *Reading Strategies; *Reading Writing Relationship; Student Interests
IDENTIFIERS- Illinois (North)

This report describes a program for improving reading skills. The targeted population consisted of first and second grade students from urban and rural communities in Northern Illinois. The problem of underachievement in reading was documented by reading inventories, writing samples, and writing prompts. Analysis of probable cause data revealed that: children's cultural backgrounds may influence the acquisition of reading skills; writing was a low priority in the classroom; there is a lack of parental involvement; and there is a lack of motivation to read well. These causes were documented by citations from professional literature and analysis. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of strategies to improve students' reading through increased emphasis on writing activities. Post intervention data indicated a marked improvement in reading ability and word retrieval; and an increased interest in reading and writing. (Contains 26 appendixes of research data, 6 tables, and 37 references.) (Author/TB)

ED 392 029 CS 012 366

Kuveke, Susan H.
Effecting Instructional Change: A Collaborative Approach.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Comparative Analysis; Elementary Education; *Instructional Innovation; Models; *Phonics; Reading Achievement; *Reading Instruction; Reading Research; Reading Skills
IDENTIFIERS- *Alphabetic Phonics; *Cooperative Project for

constructs a version of the story in which, Dotty, the young victim, sexually and financially exploits a middle-aged insurance broker, aged 45. When the appellate version of the story has been presented in a legal writing course over the past 3 years, students have greeted it with unvarying skepticism. How is it possible, then, that an appellate court could have accepted a story that to other observers is clearly incoherent? The answer is not a cheerful one: the age, gender, and class biases of the male judges blinded them to the story's gaps and inconsistencies. (TB)

ED 392 047 CS 215 209

Forrester, Ann
Machiavellian Precepts in Shakespeare's Plays.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Drama; Ethics; *Humanities Instruction; *Instructional Effectiveness; Literature Appreciation; Moral Values; *Politics; *Renaissance Literature
IDENTIFIERS- *Machiavellianism; *Shakespeare (William)

In "The Prince" Machiavelli offers a cool, practical and unsentimental look at what man is. He offers hands-on instruction for achieving stability and a well-run principality. Whether or not Shakespeare read "The Prince," which was not translated until years after the playwright's death, the book's principles were generally in circulation in Renaissance England. Many of Shakespeare's plays with evident Machiavellian precepts can be used in a humanities course. In examining "Macbeth," "Measure for Measure," "All's Well that Ends Well," "Hamlet," "The Tempest," "Richard III," "Coriolanus," "Henry V," and "Julius Caesar," three particular areas of Machiavellian thought are evident: (1) virtu; (2) separation of politics and ethics; and (3) how a new ruler ought to act. These three areas are often mixed closely together and it is not always possible to separate them cleanly in discussions of character. Clearly, Shakespeare was at heart a conservative who believed wholeheartedly in the stability of the social order and who had a deep mistrust of crowds and their abilities to govern themselves or anyone else. According to Shakespeare's thinking, a stable, secure society was one that recognized the social hierarchy and abided by it; murder, mayhem, and anarchy were the inevitable results of tampering with it. That harsh actions were sometimes required to maintain this social hierarchy was something that Shakespeare and Machiavelli alike recognized. (A resource bibliography for a seminar on Shakespeare's plays is attached.) (TB)

ED 392 048 CS 215 210

Forrester, Ann
Why Teach Shakespeare? (Or Any Other Dead White Male?).
PUB DATE- 95
NOTE- 22p.; Paper presented at the Community Colleges Humanities Association Conference (Washington, DC, November 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; Art Activities; Culturally Relevant Education; Elementary Education; Instructional Innovation; *Integrated Activities; Models; Preservice Teacher Education; *Sioux (Tribe); *Thematic Approach; Units of Study

A group of teacher trainers and artists developed a thematic unit designed to introduce elementary school children and preservice teachers to the Sioux Indians. The art and literature mediums chosen for the unit were the "Dream Catcher" and the Iktomi story. The instructional sequence incorporated visuals, explanation, and discussion to develop knowledge of cultural content, text structure, and author's style; allowed for the application of understanding through writing and art; provided a mechanism for review and evaluation; and offered the children the opportunity to share their work with others. A series of seven activities were planned and taught to develop the competencies established for the unit of study. The unit was first taught to a class of fourth graders. To evaluate children's understanding of the information provided in the unit, activities were completed that involved developing an understanding of another culture, appreciating art of another culture, and refining ability to read and write. Since the initial development and teaching of the unit, the process has been incorporated into the teacher training programs of two separate universities. (Appendixes present a list of the six objectives of the unit, a figure which illustrates Bloom's taxonomy and its relation to multicultural discipline-based art education, a time line, webbing diagrams or the use of buffalo parts and on a trickster tale, a list of Sioux symbols, instructions for a related art project, instructions for making amulets, more Sioux symbols, instructions for the KWL strategy, and a chart comparing children's stories to characteristics of Trickster stories.) (RS)

ED 392 067   CS 215 241

Davis, Wesley K.
Educational Implications of a Study on Grammar and Basic Writing Skills in a Developmental English Course.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Basic Writing; Developmental Studies Programs; *English Instruction; *Grammar; Higher Education; *Writing Improvement; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Basic Writers; *Writing Development

A study examined the growth in basic writing and grammar skills of 14 developmental English students. The study determined whether a traditional rule-based, form-centered mode of instruction, combined with a limited writing-process approach, had any significant impact on overall writing quality and grammar skills. It used a quantitative, pretest/posttest quasi-experimental design to find answers for this inquiry. Results indicated a trend in growth for basic writing and grammar skills across the three main dependent variables or outcomes in the study. In overall writing quality on the students' essays

DESCRIPTORS- Broadcast Journalism; Higher Education; Journalism Research; Mass Media Effects; *Mass Media Role; *News Media; Newspapers; News Reporting; Nonprint Media; *Photojournalism; Television Research
IDENTIFIERS- Digital Retouching (Photography); Newspaper Chains; *Television News; *Visual Communication; Visual Journalism

The visual communication section of the Proceedings contains the following 8 papers: "Constructing Meaning from Visual Images in Local Television Crime News" (Claudette Guzan Artwick); "Comparative Performance of the Pie and the Bar" (Prabu David); "Job Satisfaction among Photojournalists past 40: A National Survey Looks at 'The Lifers'" (John Freeman); "Piecing Together the AIDS Quilt Story: A Micro-Analysis of the Interaction of Television News' Visual and Verbal Texts" (Steven Konick); "The Burden of Visual Truth: The Role of Photojournalism in Mediating Reality" (Julianne H. Newton); "The Health of Photojournalism and Visual Communication Education in the Nineties: Cause for Concern or a Bright Future?" (C. Zoe Smith and Andrew Mendelson); "Design Variations Within and Among Newspaper Chains" (Sandra H. Utt and Steve Pasternack); and "Public Perceptions of Photographic Credibility in the Age of Digital Manipulation" (Tom Wheeler). (CR)

ED 392 086 CS 509 180

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Commission on the Status of Women.
PUB DATE- Aug 95
NOTE- 188p.; For other sections of these proceedings, see CS 509 173-187 and CS 509 196.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Feminism; Higher Education; Mass Media Effects; *Mass Media Role; News Media; Newspapers; *News Reporting; News Writing; Periodicals; Photojournalism; Pornography; Rape; *Sex Bias; Sexuality; Television Viewing
IDENTIFIERS- *Gender Issues; Television News; Women Journalists

The Commission on the Status of Women section of the Proceedings contains the following eight papers: "Post-Title IX Gender Bias in Local and National Media: A Literature Review with Recommendations" (David S. Fearn); "Interrogating Desire: Pornography, Sexuality and Epistemic Responsibility" (Robert Jensen); "Women in Southeast TV Newscasts" (Sonya Forte Duhe' and others); "Using the 'F' Word: Feminist Legal Theory and the Rape Victim Identification Debate" (Kim E. Karloff); "Two Paths to Maturity: The Depiction of Motherhood on Television Shows Popular among Austrian and U.S. Teens" (Myra Gregory Knight); "Coverage of 'Bride Burning' in the 'Dallas Observer': A Cultural Analysis of the 'Other'" (Radhika E. Parameswaran); "Identity and Sensibility in Women Journalists' Autobiographies, 1900-1940" (Linda Steiner); and "Magazine Coverage of First Ladies from Hoover to Clinton: From Election through the First 100 Days of Office" (Liz Watts). (CR)

ED 392 087 CS 509 181

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995). Qualitative Studies Division.
PUB DATE- Aug 95

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; Childrens Rights; Communication Research; Comparative Analysis; Elementary Education; *Help Seeking; Higher Education; Instructional Effectiveness; *Instructional Innovation; Sex Education; *Sexual Abuse; *Skill Development; Undergraduate Students
IDENTIFIERS- *Drama in Education; What If Situations Test

A study examined whether theatrical performances can communicate appropriate help-seeking skills to children for avoiding sexual abuse. The study compared the effectiveness of a play in which characters seek help for sexual abuse with that of a similar videotaped presentation, and with a control group that viewed neither the play nor the videotape. The subjects, 303 children ages 7 through 10 and in grades 3 through 5, were placed in one of 3 treatment conditions (control, play, videotape). Measurement was administered 4 weeks after treatment by 12 female volunteers from undergraduate interpersonal communication classes at a local college, using the "What If" Situation Test (WIST) and interviewing each student individually, in the presence of the school counselor. To measure "need to know," an adaptation of Kellermann and Reynolds' (1990) Importance and Need for Certainty Scale was used. Results indicated that children in the group exposed to educational theater did not show a significant difference from the group who viewed the videotape. Those viewing the videotape, however, were aware of significantly more help-seeking skills and had greater motivation to reduce uncertainty than children in the control group. The children who saw the videotape also received the highest scores on WIST. (Contains 43 references.) (CR)

ED 392 105 CS 509 200

Denman, William N.
Bridging the Gap: Teaching a Basic Public Speaking Course over Satellite Television.
PUB DATE- 18 Nov 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Distance Education; Educational Research; Extension Education; Higher Education; *Interactive Television; Nontraditional Students; Off Campus Facilities; Satellite Facilities; *Speech Communication; *Student Reaction; *Telecourses
IDENTIFIERS- *Marshall University WV; Teaching Research; *West Virginia

A study examined a pilot program, begun by the State of West Virginia, offering fully accredited first and second year core college courses via satellite television to state residents who either had not attended college or who had "stopped out" of academic studies for a period of time. The study explored a course based on CMM 103, Fundamentals of Speech Communication, which enrolled 26 students, 24 women and 2 men, and the methods of teaching, using on-camera lecturers and on-site facilitators. The study reviewed the difficulties encountered, including problems with equipment, workbooks, broadcast times, and delays with feedback on completed work. The study finds that, in spite of these difficulties, student response to the chapter discusses essential characteristics of good schools, and the third chapter describes 13 elements necessary for effective SBM. Pros and cons of SBM are discussed in chapter 4. Chapters 5 and 6 examine necessary organizational elements and participants' roles and responsibilities. Chapter 7 offers suggestions for initiating the process, and chapter 8 offers guidelines for developing the school-site committee and identifying its role. The ninth chapter discusses how to develop the school plan and the school budget. Chapter 10 deals with two main questions: (1) How much of the school system budget will be set aside for the schools? and (2) How will funds be allocated to the schools? Several sample budgets are included. Guidelines for beginning a pilot SBM program are provided in the 11th chapter. Ways in which the effects of SBM on student learning and employees can be evaluated are described in chapter 12. Chapter 13 lists common mistakes to avoid. The final chapter contains a list of dos and don'ts. The appendix contains a sample survey for determining the extent to which SBM is practiced in a school system. (Contains 95 references.) (LMI)

ED 392 126 EA 027 348

Rossow, Lawrence F.; Stefkovich, Jacqueline A.
Search and Seizure in the Public Schools. Second Edition. No. 54, NOLPE Monograph Series.
PUB DATE- 95
NOTE- 77p.; For previous edition, see ED 281 305.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Books (010),Collected Works - Serials (022)
DESCRIPTORS- Civil Rights; *Compliance (Legal); Constitutional Law; *Court Litigation; Drug Use Testing; Due Process; Educational Legislation; Elementary Secondary Education; Legal Responsibility; Police Action; Privacy; *Public Schools; *School Law; School Security; *Search and Seizure; Standards; *Student Rights; Student School Relationship
IDENTIFIERS- *Supreme Court

Search and seizure in the public schools has long been a problem for both school authorities and law-enforcement officers. Students have also been known to have been deprived of their constitutional rights. Much of the problem stems from a lack of clarity in the application of the Fourth Amendment to the school setting. This monograph was written to provide a clear understanding of the standards presented by the Supreme Court in "New Jersey v. T.L.O." as well as answers to the issues left unresolved by the decision. The monograph also suggests some practical ways of applying search-and-seizure law to situations in the school setting. Following the introduction, section 2 describes issues related to students' rights and the Fourth Amendment. Section 3 lays out the reasonableness standard proposed by the Supreme Court: the higher probable cause standard that police follow is unsuited to the school environment. A model for the application of search-and-seizure law called TIPS is introduced, which consists of the variables to be considered by practitioners before engaging in a search. TIPS is an acronym for "thing/information/place or person/search methods." Other considerations, such as penalties, police involvement, and common errors, are discussed in the fourth section. The final section applies the reasonableness standard to searches for drugs and drug-use testing. Four figures and a table of cases are included. (LMI) academic year were for usually one or more fixed terms. There were proportionately fewer reported exclusions from voluntary aided and controlled schools than would be expected from the proportion of school provision they offer. Exclusion from primary school was shown to be a relatively rare event, and permanent exclusion from primary school was even more unusual. However, boys were overrepresented among those students who were excluded. The rarity of the event suggests that more practical attention should be given to the educational and social needs of these children. Nineteen tables are included. (Contains 33 references.) (LMI)

ED 392 147 EA 027 376

Bosker, Roel J.; Witziers, Bob
A Meta Analytical Approach Regarding School Effectiveness: The True Size of School Effects and the Effect Size of Educational Leadership.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Effective Schools Research; *Effect Size; Elementary Secondary Education; Error of Measurement; *Leadership; Outcomes of Education; *School Effectiveness; Statistical Analysis; Statistical Data

School-effectiveness research has not yet been able to identify the factors of effective and noneffective schools, the real contribution of the significant factors, the true sizes of school effects, and the generalizability of school-effectiveness results. This paper presents findings of a meta analysis, the Dutch PSO programme, that was used to answer the above questions. The paper relates results to the size of reported school effects and to the effect size of the variable, educational leadership. Some persistent problems in the measurement of school effects are identified: specifically, measurement error, specification in relevant levels, and the choice of covariates. Studies conducted in the United States show a significant positive relationship between educational leadership and achievement, which raises the question why leadership is an important variable in the United States and not in other countries. Eight tables are included. Appendices contain statistical tables. (Contains 31 references.) (LMI)

ED 392 148 EA 027 377

Zinger, Daunne
Creating a Successful Consultant Selection Process for Your School Building Project.
PUB DATE- Oct 95
NOTE- 64p.; Paper presented at the Annual Meeting of the Association of School Business Officials International (Nashville, TN, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architects; Bids; Building Design; *Consultants; *Contracts; Design Requirements; *Educational Facilities; Educational Facilities Improvement; Elementary Secondary Education; Guidelines; Personnel Policy; Personnel Selection; *Policy Formation; School Policy

NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; *Educational Assessment; Educational Improvement; *Educational Objectives; Educational Planning; Elementary Secondary Education; Evaluation Methods; *Portfolio Assessment; Portfolios (Background Materials); *School Effectiveness

The "Education for the Future Initiative" is a national, privately-funded program initially sponsored by the Telesis Foundation and recently joined by Arthur Andersen & Co. to help schools undertake continuous improvement. The Initiative has pioneered a framework for school improvement in the form of a school portfolio. This document offers a rational for compiling a comprehensive school portfolio and presents a continuum for assessing progress at the approach, implementation, and outcome stages. The portfolio is comprised of the following elements: information and analysis, leadership, student achievement, quality planning, professional development, partnership development, and continuous improvement and evaluation. This form of assessment has characteristics similar to measures of successful business organizations: a simple presentation, visible measurements, stakeholder involvement, an undistorted collection of primary information, an uncomplicated measurement approach, and an overall sense of urgency and perpetual improvement. The purpose and uses of a school portfolio are also described. Two figures are included. (LMI)

ED 392 169 EA 027 402

Billings, Ward H.; Enger, John M.
Perceptions of Missouri High School Principals Regarding the Effectiveness of In-School Suspension as a Disciplinary Procedure.
PUB DATE- Nov 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Corporal Punishment; *Discipline; *Discipline Policy; Discipline Problems; Expulsion; High Schools; *In School Suspension; *Principals; School Policy; Student Behavior; Suspension
IDENTIFIERS- *Missouri

This paper presents findings of a study that examined Missouri high school principals' perceptions of the effectiveness of various disciplinary procedures, with a focus on in-school suspension (ISS). A survey mailed to 200 Missouri high school principals elicited 159 responses, a 77 percent response rate. The questionnaire asked principals to identify the disciplinary procedures currently in use at their schools and to specify under which conditions they perceived each measure to be most effective. Inschool suspension (ISS) was used by 88 percent of the respondents, who perceived it to be the most effective sanction for serious incidents that disrupted the school environment. ISS was limited to behavior that, although hostile and threatening, was not significantly physical, violent, dangerous, and/or illegal. Smoking in the rest room or truancy are examples of such behavior. Although the principals rarely utilized corporal punishment, they perceived out-of-school

ED 392 188 EC 304 618

Tvingstedt, Anna-Lena
Classroom Interaction and the Social Situation of Hard-of-Hearing Pupils in Regular Classes.
PUB DATE- Jul 95
NOTE- 14p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Classroom Environment; Elementary Secondary Education; Foreign Countries; Friendship; *Hearing Impairments; *Inclusive Schools; Partial Hearing; *Peer Acceptance; Peer Relationship; *Social Integration; Sociometric Techniques; Teacher Student Relationship
IDENTIFIERS- Sweden

This study examined the educational and social conditions of 215 hard-of-hearing students (grades 1 to 11) in Sweden, 157 of whom were placed in regular classes, usually as the only hard-of-hearing student in the class. The study interviewed the pupils, surveyed parents and teachers, and conducted a sociometric analysis. Results indicated that the proportion of pupils receiving no choice as preferred partner was substantially greater among the hearing impaired than among their hearing classmates. These proportions increased with the age of the students. Video recordings were made in 13 regular classes to identify significant events or interactions influencing the social situation. These were classified and analyzed under the following headings: (1) physical environment; (2) strategies and patterns of adaptation of the hearing impaired child; (3) help and support from hearing classmates; (4) teacher attitudes and deportment; and (5) the teaching process and planning of lessons. For each category, examples of situations or events, promoting as well as undermining the social position of the hard-of-hearing student, were identified. Contains seven references. (DB)

ED 392 189 EC 304 619

Heiling, Kerstin
Bilingual vs. Oral Education: A Comparison of Academic Achievement Levels in Deaf Eighth-Graders from Two Decades.
PUB DATE- Jul 95
NOTE- 16p.; Paper presented at the International Congress on Education of the Deaf (18th, Tel Aviv, Israel, July 16-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Bilingual Education; Congenital Impairments; *Deafness; *Early Experience; Elementary Education; Foreign Countries; Grade 8; Language Acquisition; Longitudinal Studies; Mathematics Achievement; *Oral Communication Method; *Performance Factors; Preschool Education; Reading Achievement; *Sign Language; Swedish; Total Communication
IDENTIFIERS- Sweden

This study examined whether the level of academic achievement changed when deaf pupils in Sweden were introduced to sign

Services (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 35p.; Support also received from the West Virginia University Research Corp.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counselor Training; Curriculum Development; *Disabilities; Education Work Relationship; Graduate Study; *Inservice Education; Postsecondary Education; Professional Education; Program Development; *Rehabilitation Counseling; *School Counselors; Secondary Education; Transitional Programs; *Vocational Rehabilitation
IDENTIFIERS- *West Virginia University

This final report describes activities and achievements of a federally supported 3-year program to train school guidance counselors and rehabilitation counselors to provide transition services for students with disabilities. The report is organized around the program's five goals: (1) develop, refine, and implement a training program to develop competencies of school and rehabilitation counselors (S&RC) in transition areas; (2) provide an externship for S&RC trainees to apply and demonstrate newly acquired competencies; (3) measure the impact of the training program on services for students with disabilities in West Virginia; (4) disseminate information, results of developed procedures, program model, program evaluation, and activities of those who completed the program; and (5) internalize the program into the college's graduate offerings. Ninety-one participants were served in the program. Appendices offer an excerpt from a transition practicum checklist, the program advisory committee, samples of responses to the transition evaluation survey, a flyer, and a listing of transition references and resources. Contains 170 references and 32 organizational resources. (DB)

ED 392 208 EC 304 639

Desrosiers, Karen; Royer, Egide
Les troubles de l'attention avec hyperactivite: une Synthese des connaissances a l'intention des enseignants (Attention Deficit Difficulties with Hyperactivity: A Synthesis of Knowledge for Teachers).
PUB DATE- 95
NOTE- 45p.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Modification; Behavior Patterns; *Classroom Techniques; Drug Therapy; Educational Diagnosis; *Educational Methods; Elementary Secondary Education; Foreign Countries; *Hyperactivity; Incidence; *Intervention

This document presents a brief synthesis of recent literature on attention deficit difficulties with hyperactivity, particularly literature concerning classroom interventions. It describes diagnostic criteria for attention deficit hyperactivity disorder, its incidence, behavioral characteristics of students who exhibit attention difficulties and hyperactivity, the appropriateness of stimulant medication, behavioral and disabling conditions; a checklist for development of local special needs policies; a special needs profile; and a manual on funding for school authorities. (Contains 10 references.) (DB)

ED 392 227 EC 304 658

Hurth, Joicey L.; Goff, Paula E.
Assuring the Family's Role on the Early Intervention Team: Explaining Rights and Safeguards.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Conflict Resolution; Delivery Systems; *Disabilities; *Due Process; *Early Intervention; Educational Legislation; *Family Involvement; Family School Relationship; Federal Legislation; *Individualized Family Service Plans; Infants; Parent Grievances; *Parent Rights; Parent School Relationship; Preschool Education; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This paper synthesizes innovative practices and ideas for explaining to families the procedural safeguards required by the Infants and Toddlers with Disabilities Program (Part H) of the Individuals with Disabilities Education Act (IDEA). An introductory discussion stresses that the primary safeguard provided for in Part H is the clear acknowledgment of the family's role as primary decision maker in developing an Individualized Family Service Plan (IFSP). A table lists the central rights and safeguards under Part H and keys them to the actual regulatory language. A step-by-step model focuses on explaining procedural safeguards in context and explaining procedures for conflict resolution. A flow chart identifies required and recommended practices at various stages from referral for early intervention to acceptance and implementation of the IFSP. Principles and practices for creating and using family-friendly materials are identified and discussed including: (1) use of family-friendly language and a family-centered philosophy; (2) presentation of information on procedural safeguards in the context of early intervention services and the IFSP process; (3) use of a variety of media and multiple languages; (4) provision of easy-to-use materials; and (5) involvement of a diverse cadre of informed service providers, experienced parents, and community representatives. Appended are the IDEA regulations relating to procedural safeguards. (Contains 17 references.) (DB)

ED 392 228 EC 304 659

Resources for Special Education and Guidance & Counselling. An Annotated List.
PUB DATE- 95
NOTE- 57p.; For the revised (second) edition, see ED 381 941.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Educational Counseling; Elementary Secondary Education; Foreign Countries; Gifted; Information

district concerning the school's elementary foreign language program, with the intent of improving the program's design and content. Students identified these program strengths: organized and prepared teachers; respectful teachers; interesting lessons; positive student attitudes toward second language learning; student feelings of success; and appreciation of group work and learning games. Less than half felt grading was necessary. Students also identified several program areas needing improvement: reading and writing instruction; motivation for further language study; and student input into topical content. Results are felt to contribute to development of the elementary foreign language curriculum. Tabulated student survey responses are appended. (MSE)

ED 392 250 FL 023 582

Dominguez, Francesc, Comp.; Lopez, Nuria, Comp.
Sociolinguistic and Language Planning Organizations. Language International World Directory.
PUB DATE- 95
NOTE- 549p.; Translated from an unpublished Catalan original version.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Translations (170),Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Applied Linguistics; *Directories; Foreign Countries; International Organizations; *Language Planning; National Programs; Questionnaires; Reference Materials; *Sociolinguistics

The aim of this directory is to collect and update existing data about organizations dedicated to sociolinguistics, language planning, and language promotion in general. This goal includes the following objectives: to improve the exchange of information between organizations, to avoid duplication of efforts and make cooperation possible, and to aid organizations and individuals in expanding their knowledge of certain linguistic and social settings or to assist them in learning about new ones. The directory includes public and private organizations of local, regional, national, and international coverage. Criteria for inclusion are involvement with sociolinguistics, language planning and promotion, and related disciplines. Translation, administration, or language teaching institutions or university departments are not included. The international references are separated from the national organizations, and language maps complement the linguistic classifications of language synopsis. Each entry includes name, address, contacts, hours of operation, languages, staff, services, specializations, in process and future projects, and publications. Language family maps, indexes of languages and countries, and questionnaires for collecting the data and for updates are appended. (Contains references.) (NAV)

ED 392 251 FL 023 583

Stalker, James C.
Slang Is Not Novel.
PUB DATE- 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (Long Beach, CA, March 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dialogs (Language); Discourse Analysis; *English (Second Language); Foreign Countries; *Instructional Materials; *Interpersonal Communication; Language Research; Second Language Instruction; *Sex Bias; Sex Role; *Textbook Content; Textbook Preparation

A study analyzed gender bias in dialogues as presented in three recent, popular textbooks designed for early intermediate or intermediate English-as-a-Second-Language (ESL) instruction. Analysis focused on dialogues intended for practice in speaking. For each textbook, data were gathered on: different male and female character types; number and average number of appearances of each characters; number of mixed-sex dialogues initiated by males and females; male and female turns; average turns per character and character type; and number and average number of dialogue words spoken by males and females and by male and female character types. Results suggest that the authors and publishers gave consideration to social roles, language use, and gender and did not fall into patterns indicating gender bias. Characteristics of ideally gender-balanced instructional materials are also discussed. Further research in this area and in gender bias in the classroom is recommended. Contains 35 references. (MSE)

ED 392 271 FL 023 609

Kitao, S. Kathleen
Theory and Application in English Language Teaching.
PUB DATE- 95
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Classroom Communication; Classroom Techniques; Communicative Competence (Languages); Discourse Analysis; *English (Second Language); Higher Education; Instructional Materials; Language Aptitude; Language Research; *Learning Theories; *Linguistic Theory; Listening Comprehension; Material Development; Pragmatics; Psycholinguistics; Reading Instruction; Rhetoric; Second Language Instruction; Second Language Learning; Sociolinguistics; Study Abroad; *Theory Practice Relationship; Writing Instruction
IDENTIFIERS- Schema Theory; Teacher Talk

A collection of papers, all by the author, looks at a variety of theories and theoretical approaches from linguistics, sociolinguistics, and psycholinguistics and their applications to the teaching of English as a second language. Two studies are also presented. Titles include: "Content Schemata and Second Language Learning"; "Textual Schemata and English Language Education"; "Reading Strategies in Second/Foreign Language Teaching"; "Linguistic Pragmatics and English Language Education"; "Foreigner Talk, Foreigner Register, and Teacher Talk"; "Communicative Competence in English: Teaching About Functions"; "Variations in Success in Acquiring a Second Language: Two Approaches"; "Developing Exercises for Reading Materials"; "Teaching Rhetorical Patterns and Transitions in College-Level English Composition Courses"; "Comprehension of Indirect Requests in English by East Asian Nonnative Speakers"; and "Preparation for and Results of a Short-Term Overseas Study Program in the United States." Contains a 359-item bibliography on reading and schema theory. (MSE)

ED 392 272 FL 023 616

been learned and remarks on its usefulness, planning with the students the activities they will perform until the following group or individual meeting and recommending study techniques and extra exercises for the students who have had more difficulties. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (IC)

ED 392 291 FL 801 051

Modelo Pedagogico de Educacion Primaria para Adultos: Manual para la Vinculacion y Funcionamiento de los Comites de Educacion para Adultos (A Teaching Model for Adult Primary Education: Manual for the Continuation and Operation of Adult Education Committees).
PUB DATE- Mar 90
NOTE- 28p.; For related documents, see FL 801 047-068. Photographs may not copy well.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Students; *Advisory Committees; Community Cooperation; Community Education; Foreign Countries; *Functional Literacy; Guidelines; *Instructional Materials; Models; Organizations (Groups); Orientation Materials; *Spanish Speaking
IDENTIFIERS- *Mexico

This manual is part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. This document describes the concept of a model for community adult education for the purpose of supporting local educational committees created to assist adult students in Mexico. It is designed to serve as a guide to those seeking information on establishing and administering an adult basic education program at the community level. Problems inherent in committees are discussed. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 292 FL 801 052

La Palabra es Nuestra: Primaria para Adultos. Primera Parte, Volumen 1-2. Edicion Experimental. (The Language Is Ours: Primer for Adults. Part One, Volumes 1-2. Experimental Edition).
PUB DATE- 86
NOTE- 450p.; For related documents, see FL 801 047-068. Photographs may not copy well.
LANGUAGE- Spanish
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Dialogs (Language); Foreign Countries; *Functional Literacy; History Instruction; *Independent Study; Native Language Instruction; Religious Holidays; *Spanish Speaking; *Vocabulary Development
IDENTIFIERS- *Mexico

These workbooks are part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process of becoming literate or have recently become literate in their native language. These workbooks, designed to continue developing literacy skills, include pictures, dialogues, crossword puzzles, and fill-in-the blank exercises, as well as

IDENTIFIERS- ERIC Digests

Although basic skills and English language instruction are often viewed as real needs at the workplace, few companies provide this for their workers. Those that do are motivated by one or more of these factors: product quality improvement, commitment of top management to training and education, or the sales effort of an educational provider. Those that do not provide such instruction give these reasons: cost of instruction; reluctance of upper management to initiate training; and finding alternative ways of dealing with workers' educational deficiencies. Developers of instructional programs in English as a second language (ESL) have found that preparation in a number of areas and product characteristics can enhance the success of their marketing efforts. These include: beginning with companies with a history of offering employee training at all levels; offering realistic assessments of time and resources needed to accomplish training; offering short courses with specific, attainable goals; offering cross-cultural courses to both native and non-native English-speakers at the workplace; developing realistic ways of documenting how instruction has improved workplace performance; engaging managers' active support; and providing skills that transfer to areas of life outside the workplace. Contains 10 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 316 FL 801 110

Ciancone, Tom
Numeracy in the Adult ESL Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 96
NOTE- 4p.; A product of the Project in Adult Immigration Education (PAIE).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Class Activities; Classroom Techniques; Course Content; Educational Needs; *English (Second Language); Instructional Materials; Language Teachers; *Literacy Education; *Mathematics Instruction; *Numeracy; Second Language Instruction; Second Language Programs; Student Needs; *Teacher Attitudes; Teacher Education
IDENTIFIERS- ERIC Digests

A discussion of numeracy (the ability to cope confidently with the mathematical demands of everyday life), focuses on provision of numeracy instruction alongside English-as-a-Second-Language (ESL) instruction for learners with low literacy skills. It looks first at considerations and methods for assessing student numeracy needs, including the nature of adult learning, student preferences and abilities, and differences in the uses of mathematical symbols and forms of computation in the learners' native language and culture. The discussion then turns to the attitudes and approaches to numeracy of ESL and literacy instructors, who may not be familiar with or comfortable with mathematics or mathematics teaching and may see mathematics skills as discrete and separate from literacy rather than as integral to it. Recommendations for training to teach adult mathematical literacy, based on recent initiatives, are offered. Specific classroom techniques for effective lesson

Technology; Legal Problems; Outreach Programs; Privacy; *Standards; Universities
IDENTIFIERS- Catholic University of America DC; *CAUSE National Conference; Dallas Baptist University TX

Seven papers and one abstract of a paper are presented from the 1995 CAUSE conference track on policies and standards issues faced by managers of information technology at colleges and universities. The papers include: (1) "University/College Information System Structures and Policies: Do They Make a Difference? An Initial Assessment" (Bruce Rocheleau); (2) "An Outreach Effort--The Connections Program" (Ardoth A. Hassler and others), which discusses efforts by the Catholic University of America to establish a computer network with local high schools; (3) "The CWIS Is Dead! Long Live the CWIN!" (Cedric Bennett), which compares the Campus Wide Information System and Campus Wide Information Network models of information exchange; (4) "Secure Your Network in Ten Easy Steps" (Roger Safian), an abstract of a paper on network security; (5) "The 1990s Challenge of Insulating the Institution with 1980s Information Technology Policies" (Susan Stager and others), which examines security, privacy, and legal issues; (6) "Reinventing the Wheel: Sometimes It's the Right Thing" (M. Shane Putnam), which describes the effects of systems reengineering on organizational change at Dallas Baptist University (Texas); (7) "Computer Security: Questions to Ask...Questions that Need Answers" (Louise M. Schulden); and (8) "Lock the Door and Throw Away the Key?...If We Cannot Provide Access to Data, Why Collect It? (Richard Pickett II and Darlene Quackenbush). Some papers contain references. (MDM)

ED 392 337   HE 028 925

Realizing the Potential of Information Resources: Information, Technology, and Services. Track 3: Serving Clients with Client/Server.
PUB DATE- 96
NOTE- 76p.; In: Realizing the Potential of Information Resources: Information, Technology, and Services. Proceedings of the CAUSE Annual Conference (New Orleans, Louisiana, November 28-December 3, 1995); see HE 028 922.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colleges; *Computer Networks; Computer Security; Computer System Design; Computer Uses in Education; Educational Change; *Higher Education; Information Management; Information Services; Information Systems; Information Technology; *Internet; *Program Implementation; Telecommunications; Universities
IDENTIFIERS- Arizona State University; Bradley University IL; Carnegie Mellon University PA; *CAUSE National Conference; *Client Server Computing Systems; Duke University NC; Ferris State University MI; Lehigh University PA; North Carolina State University; University of Delaware; University of Pennsylvania; World Wide Web

Eight papers are presented from the 1995 CAUSE conference track on client/server issues faced by managers of information technology at colleges and universities. The papers include: (1) "The Realities of Client/Server Development and Implementation" (Mary Ann Carr and Alan Hartwig), which examines Carnegie Mellon University's transition to client/server technology; (2) "Client/Server Architecture for development of Western universities. The first chapter compares Chinese and Western traditions of higher education and sets the Chinese experience in the wider historic framework of imperialism and colonialism. The rest of the volume traces the development of Chinese universities chronologically, with three main themes explored in each period: the knowledge map, or the struggle to develop a modern curriculum; the gender map, or issues around the participation of women as students and teachers in modern higher education; and the geographical map, or the efforts to ensure that modern higher education became accessible throughout the whole country. The periods covered by the volume are the republic (1911-1949), the socialist period (1949-1978), the reform decade (1978-1990), and the movement toward mass higher education in the 1990s. An index is included. (Contains over 300 references.) (JB)

ED 392 354 HE 028 954

Statistical Abstracts--Fall 1994: Instructional Workload, Faculty, and I&DR Costs and Supplement--Trends of Selected Indicators by Discipline Category, Fall 1975 to Fall 1994.
PUB DATE- 94
NOTE- 493p.; Not available in paper copy due to small print. For the previous edition, see ED 341 319.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Credits; *Expenditure per Student; *Faculty Workload; *Full Time Equivalency; Graduate Study; Higher Education; Intellectual Disciplines; Interaction; *Program Costs; School Statistics; State Colleges; *State Universities; Statistical Analysis; Trend Analysis; Undergraduate Study
IDENTIFIERS- Contact Hours; *State University of New York

This publication provides summary analytical reports and graphic displays from the official Course and Section Analysis (CASA) system concerning the instructional workload and the financial resources of academic departments offering courses during the fall 1994 semester within the State University of New York system. The first of six reports within this document provides 103 tables, all of which include summaries by institution type followed by individual institution displays of selected cost factors by discipline category. Report 2 exhibits the percentage distribution of weekly faculty and weekly student contact hours for classes, laboratory, tutorial, independent, and programed settings. Report 3 is a series of report displays for each course level of the percentage distribution of student credit hours by student level. Report 4 contains reports that show personnel positions and the following: credit hour producing activities, other than credit hour producing activities, state funded teaching titles, and activities of teachers on other assignments. Report 5 displays the percentage of student workload for each of 19 discipline categories and shows trends from Fall 1975 to Fall 1994. Report 6 (much of it in a separate supplement) identifies trends and displays basic information for each institution, every institution type, and all institutions for the 1975 to 1994 period. (JB)

ED 392 355 HE 028 955

Oberdorfer, Don
Princeton University: The First 250 Years.
PUB DATE- 95
NOTE- 272p.

classrooms, mobile and/or fixed remote sites, fax services, loaner distance learning equipment, computerized keypad response systems, telephone registration systems, high definition television, virtual reality, desktop visual communications, computer networks, mobile equipment, and security systems. The 1994 report includes an overview of the survey results, a copy of the questionnaire on which the responses have been tallied, a data matrix of equipment at each institution, and a list of technical institute coordinators. The 1995 report includes a description of the study's purpose and methodology, 51 pages of tables and charts detailing the study findings, and a copy of the revised questionnaire. (MN)

ED 391 891   CE 070 742

Hassenplug, Camille; And Others
A Statewide Study of Factors Related to the Successful Implementation of GSAMS Credit Courses at Technical Institutes.
SPONS. AGENCY- Georgia State Dept. of Administrative Services, Atlanta.; Georgia State Dept. of Technical and Adult Education, Atlanta.
PUB DATE- Jun 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Distance Education; Educational Television; Program Effectiveness; Questionnaires; State Surveys; *Student Attitudes; Student Surveys; Success; *Teacher Attitudes; *Technical Institutes; *Telecourses; Two Year Colleges
IDENTIFIERS- *Georgia Statewide Academic and Medical System

The factors related to successful implementation of Georgia Statewide Academic and Medical System (GSAMS) credit courses at technical institutes were examined in a statewide study of teacher and student satisfaction with GSAMS. The six faculty members who taught distance learning class via GSAMS were interviewed, and the 62 students enrolled in GSAMS courses during winter 1995 were surveyed. Of the 57 (92%) students who responded, 91% were highly satisfied and 7% were somewhat satisfied with their course. Occasional malfunctions of GSAMS equipment were reported by 82% of the students and considered by 44% to be very important to their ability to learn effectively. Overall, students' attitudes toward their courses became more positive throughout the quarter. GSAMS courses were considered as good as other courses by 47% of students and better by 28% of students. Most instructors (67%) were satisfied with the course, spent more time preparing to teach their GSAMS course than their other courses, rated administrative support for learning distance education strategies as medium, and had positive attitudes about teaching GSAMS classes. All students and instructors stated their willingness to take/teach another GSAMS course. (Appended is a copy of the student questionnaire with the tallied responses.) (MN)

A Critical Link in School-to-Work: Teaching Employment Skills. VICA 177--Employment Skills.

PUB DATE- 95
NOTE- 30p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; Curriculum Development; Educational Needs; *Employment Potential; *Job Search Methods; *Job Skills; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Albuquerque Technical Vocational Institute NM

This paper describes how the Albuquerque Technical-Vocational Institute's Trades and Services Occupations Department developed and integrated into the curriculum a course on employment skills to help their graduates to secure and retain employment. The project included building consensus among the staff and department heads that the course was needed, developing a curriculum, and assigning teachers from many curriculum areas. This report includes the following course materials: a course outline, a job portfolio, a list of job skills, an ethics quiz, a list of employer expectations, and a list of interviewing questions. (KC) vocational instructors take 12 sequentially designed 2-day seminars conducted by ISU. CCIM uses a three-player team of checks and balances--a new instructor, a mentor, and an ISU instructor. Formative and summative evaluation is conducted throughout the CCIM program. Students evaluate the CCIM instructor's classroom/lab performance at the end of their first and second years of teaching and compare them to other instructors they have. Two-year test results of data analyses reveal that students rated the CCIM instructors significantly higher than other instructors in 15 of 18 survey items. Although this is a notable measure indicative of program success, added value measures such as participant job performance, retention, and satisfaction; supervisor satisfactoriness, student attendance, success, retention, and job success; and mentor satisfaction and satisfactoriness need to be addressed. (YLB) superstructural themes. (Contains 78 references.) (YLB)

Future" (Matilda White Riley, John W. Riley, Jr.); "Opportunities, Aspirations, and Goodness of Fit" (Robert L. Kahn); "Social Structure and Age-Based Careers" (John C. Henretta); "Work and Retirement: A Comparative Perspective" (Martin Kohli); "The Democratization of Unstructured Time in Western Societies: A Historical Overview" (Andrejs Plakans); "Family Change and Historical Change: An Uneasy Relationship" (Tamara K. Hareven); "Women, Work, and Family: A Sociological Perspective on Changing Roles" (Phyllis Moen); "Education and the Economic Transformation of Nineteenth-Century America" (Maris A. Vinovskis); "Old Age and Age Integration: An Anthropological Perspective" (Jennie Keith); "Realizing the Potential: Some Examples" (William McNaught); "Changing Policy Signals" (Richard V. Burkhauser, Joseph F. Quinn); and "Endnote: The Reach of an Idea" (Anne Foner). Contains an author and a subject index. (KC)

ED 391 968 CE 070 897

Mirvis, Philip H., Ed.
Building the Competitive Workforce: Investing in Human Capital for Corporate Success.
PUB DATE- 93
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; *Dislocated Workers; Economic Development; *Employee Attitudes; *Employer Attitudes; *Employment Practices; *Labor Force; *Labor Force Development; *Older Adults; *On the Job Training; Personnel Management

This book assesses the competitive strengths and weaknesses of the management practices of North American companies. It undertakes four tasks: (1) compilation and analysis of the results of "Laborforce 2000," an intensive survey of the human resource strategies of more than 400 Conference Board member companies; (2) examination of practices across firms of different sizes and industries; (3) outline of the innovations of leading companies that have had a demonstrable result; and (4) comparison of U.S. companies with their European and Japanese competitors in such areas as education and training, work and family programs, health care costs, productivity, and quality improvement. The eight chapters of the book cover the following: "A Competitive Workforce: The Issues and the Study" (Philip H. Mirvis); "Strategic Human Resource Management" (Edward E. Lawler III, Susan G. Cohen, Lei Chang); "Restructuring and Downsizing" (Mitchell Lee Marks); "Company Policies on Education and Training" (Michael Useem); "Workplace Flexibility: Faddish or Fundamental?" (Victoria A. Parker, Douglas T. Hall); "Corporations and the Aging Workforce" (Michael C. Barth, William McNaught, Philip Rizzi); "The Changing Nature of Employee Health Benefits" (Karen Davis); and "The Findings and Their Implications" (Philip H. Mirvis). (KC) audiences; these can provide cutting edge assessment information to counselors and therapists. The counseling process is multifaceted and complex. Tests and other specific assessment approaches are useful assisting counselors in making appropriate clinical decisions; the Buros Institute's mission is to support well-informed assessment decisions. (JBJ)

ED 391 988 CG 025 980

Drake, Liselle; Rudner, Lawrence M.
Internet Resources for Guidance Personnel. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Literacy; *Computer Mediated Communication; Computers; Computer Uses in Education; Counseling; Counselors; *Electronic Mail; Elementary Secondary Education; *Internet; *Online Systems; Reference Materials; *School Counseling; *School Guidance
IDENTIFIERS- ERIC Digests

With tens of thousands of information providers and millions of users, Internet is an enormous and growing resource for guidance counselors and other personnel service professionals. In this digest Internet resources of particular interest to the guidance community are identified. Listservs are electronically facilitated (through the use of e-mail) discussion forums of participants who share a common interest. Some listservs of interest to guidance personnel are listed. Gophers are menu-driven systems providing access to a wide range of information. Via Internet and Gopher software, you literally connect to computers across the world to obtain information. Some Gopher sites of interest to the guidance community are listed. The entire contents of "Resources in Education" and "Current Index to Journals in Education" are available through the ERIC Database available on several Internet sites. The ERIC Digest File, consisting of 1,500-word reports that synthesize research and ideas about emerging issues in education, is also accessible through the Internet. AskERIC e-mail service is a personalized Internet based service for educators and professionals allied with education support services. (JBJ) using their services, and in making changes based on their recommendations. Chapters are: (1) Your School Psychologist; (2) Planning and Developing a School Psychological Services Program; (3) Enhancement of School and District Goals Through Use of School Psychological Services; and (4) Legal, Ethical, and Professional Issues in the Delivery of Psychological Services in Schools. Appendices contain a sample interview form, an additional reading list with 78 references, and Psychology in the Schools Program Mission Statement. (JBJ)

ED 392 009 CG 026 851

Guide for the School Psychologist: A System for the Promotion of Diversified Psychological Services in Schools.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; Consultants; Elementary Secondary Education; Intergroup Relations; Psychological Evaluation; *Psychological Services; School Counseling; *School Psychologists; *Social Networks; *Workshops

Psychologists who work in schools are prepared to provide a broad range of services. However, some school systems do not avail themselves of the myriad services which psychologists can competently deliver. Direct services, which incorporate assessment for special education, counseling, and other forms of therapy services, occupy the major time of psychologists employed in schools. Despite obvious needs for programs to address a wide range of issues (e.g., substance abuse, teenage suicide, antisocial behavior) as well as crisis intervention programs to deal with immediate disasters, and health promotion programs, all resources available through psychology often are not included in school district plans for the delivery of psychological services. This brochure outlines recommendations for a workshop format and follow-up strategies that school psychologists may use to make contacts with school administrators. It was developed so as to increase the perceived relevance of diversified psychological services in the schools. It is hoped that by increasing school administrators' knowledge of psychological issues, school psychologists will be recognized for potential contributions they have to make and will be sanctioned to provide a wide range of services, including consultation, psychological counseling, assessment, research and program evaluation, and staff development, within school settings. An appendix describes pilot projects from which the recommendations evolved. (JBJ)

Educational Development; New Jersey

A study examined a collaborative project between a college and a New Jersey school district. The study was designed to facilitate change in reading instruction in a safe, non-intrusive manner. It used a collaborative model consisting of three sections: the beginning process, which included the choosing of director and co-director and formation of an administrative panel with agreed upon common goals, an action plan, and projected outcomes and services; communication, which clearly defined the roles of the panel and directors and their task assignments; and resources/ownership, which assured equitable division of task and funding responsibilities. The study group consisted of six children, experiencing problems in reading, who would be taught Alphabet Phonics, matched with 6 other children with reading problems who would receive traditional reading instruction. Two test batteries were used: (1) the Stanford Diagnostic Reading Test (SDRT) and the Wide Range Achievement Test-Revised (WRAT-R), spelling only; and (2) the "Gray Oral Reading Test, Revised" (GORT-R) and the Slingerland Screening Tests for Identifying Children with Specific Language Disability. Results of the study on Alphabet Phonics indicated that the children receiving such instruction showed statistically significant reading comprehension gains. Findings suggest that such collaborative projects allow complex educational and intervention procedures and programs to be piloted in school systems for the purposes of informally assessing the efficacy of the intervention. (Contains 2 tables of data and 17 references.) (CR)

DESCRIPTORS- Community Colleges; *Drama; *English Instruction; *English Literature; Language Usage; Literature Appreciation; *Relevance (Education); Student Reaction; Two Year Colleges
IDENTIFIERS- Literary Canon; *Response to Literature; *Shakespeare (William)

Shakespeare has brought alive Western society's shared history and culture in a way no other playwright has ever done, and it is his relevance that makes reading his works worthwhile. Community college educators can prepare the citizens of the future to assimilate population trends and technological advancements by giving their students the widest possible foundation on which to build, plenty of historical examples with which to compare, and the language with which to express themselves clearly to avoid misunderstandings. Shakespeare's work survived 200 years of virtual neglect before scholars began to take the plays seriously. What makes Shakespeare's works endure is that succeeding generations continue to gain something from them. Students can learn to navigate a play and have lots of fun doing so. One way to help students deal with the language in the plays is to discuss Shakespeare's contributions to the language and the games he plays with words. It can be quite amazing to hear how differently students read, to see how different their posture and concentration when they act out scenes. After they have had fun acting out scenes, engage them as critics. Let them see how differently each play can be interpreted, and how interpretations change with fashions. Shakespeare is not too difficult for students, he can be relevant to their lives, they can understand him, and they do enjoy him. (Contains 14 references.) (RS)

and in grammar skills measured on the College Placement Exam (CPE), the students' growth was statistically significant. On other comprehensive tests in grammar and writing mechanics from the course workbook, the students did show growth in their skills, although this growth was not statistically significant. Statistical analysis on the variables of the study were computed by using Analysis of Variance (ANOVA). F statistic tests were done to determine whether there were significant differences between pretest and posttest scores on the essays, the College Placement Exams, and the exams on grammar and writing mechanics. Findings suggest that these students benefited from the traditional form-centered, rule-based pedagogy, along with limited composing-process approach, to learn procedural knowledge in grammar and basic writing skills for standard English. (Contains 16 references.) (CR)

ED 392 068 CS 215 242

Shaughnessy, Michael F.
A Helpful Handout on "How To Write a Term Paper."
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Expository Writing; Higher Education; Instructional Materials; Proofreading; *Research Papers (Students); *Teacher Developed Materials; *Writing Processes
IDENTIFIERS- ERIC; Public Access Catalog

The process of writing a term paper requires certain necessary steps. This guide offers specific and practical directions for writing a comprehensive term paper on any subject and addresses the three main concerns: the procuring of information; format and organization of the paper; and reading and proofreading the paper. Step-by-step examples are provided in the guide. Reviewed are the procedure of going to the library, the Educational Resources Information Clearinghouse (ERIC) system and the Public Access Catalog (PAC) to procure materials; the writing of the paper; proofreading for errors, including grammar, syntax, sentence structure, run on sentences and other problems; and the rewriting of the paper. (CR)

NOTE- 404p.; For other sections of these proceedings, see CS 509 173-187 and CS 509 196.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *American Indians; *Ethics; Higher Education; *Journalism; Journalism History; Labor Standards; Lying; Media Research; *Online Systems; Periodicals; Political Issues; Qualitative Research; *Racial Attitudes; Research Methodology; *Television Viewing
IDENTIFIERS- Gulf War; *Media Coverage; Media Government Relationship; Simpson (O J) Murder Trial

The Qualitative Studies section of the proceedings contains the following 14 papers: "'Virtual Anonymity': Online Accountability in Political Bulletin Boards and the Makings of the Virtuous Virtual Journalist" (Jane B. Singer); "The Case of the Mysterious Ritual: 'Murder, She Wrote' and 'Perry Mason'" (Karen E. Riggs); "Political Issues in the Early Black Press: Applying Frame Analysis to Historical Contexts" (Aleen J. Ratzlaff and Sharon Martin Iorio); "Leaks in the Pool: The Press at the Gulf War Battle of Khafji" (David H. Mould); "Professional Clock-Punchers: Journalists and the Overtime Provisions of the Fair Labor Standards Act" (Robert Jensen); "Love, Gender and Television News" (Don Heider and Leona Hood); "Tabloids, Lawyers and Competition Made Us Do It!: How Journalists Construct, Interpret and Justify Coverage of the O.J. Simpson Story" (Elizabeth K. Hansen); "The Taming of the Shrew: Women's Magazines and the Regulation of Desire" (Gigi Durham); "Communitarian Journalism(s): Clearing the Conceptual Landscape" (David A. Craig); "What 'Indians' Mean in the Media: Race, Language, and the Popular Imagination" (John M. Coward); "'It's Going to Be a Rough Ride, Buddy!' A Phenomenological Analysis of the Collision between 'Hate Speech' and Free Expression in Students' Experiences of the Khallid Muhammad Controversy" (Brenda Cooper); "Noise and Signal as a Textbook Case: Rhetorics of Mass Communication Inquiry" (Ralph Beliveau); "Implications of Audience Ethics for the Mass Communicator" (James L. Aucoin); and "Telling Lies: The Symbolic Function of Lies in Sitcoms" (Elizabeth Atwood-Gailey). (RS)

course was exceedingly enthusiastic. Results indicated that the quality of student work was comparable to that of non-traditional students in evening sections of the basic course, with more than 60% of the students earning grades of B or better, no grades lower than C, and 2 students withdrawing in the first 2 weeks of the term. Findings suggest that audio reception between the remote sites and the broadcast studio need improvement for clear and effective use of student responses which would also allow questions and issues to be dealt with immediately, and that greater preparation time was needed to create visuals, examples, and vignettes to enhance the presentation of subject matter. (CR)

ED 392 106 CS 509 201

Meadowcroft, Jeanne M.; Olson, Beth
Television Viewing vs. Reading: Testing Information Processing Assumptions.
PUB DATE- Aug 95
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; Higher Education; Reading Research; *Reading Strategies; Television Research; *Television Viewing
IDENTIFIERS- *Text Processing (Reading)

As universities gain access to satellite delivery systems, faculty are asking questions about how information processing varies between print versus television delivery systems. A study compared 68 undergradaute adults' information processing activity when the same message is presented in print vs. on television. Results reveal little differences in the way readers vs. television viewers process information. No differences across conditions were found for the following variables: attention (measured as amount of invested mental effort and also by a reaction time secondary task); elaboration; memory of central content; enjoyment; and performance on recall memory tasks. Only two information processing differences were found across media conditions. First, readers reported more visualization of content than did television viewers. Second, contrary to theoretical predictors, time spent processing the message was greater for television viewers than for readers. (Contains 24 references.) (Author/RS)

ED 392 127 EA 027 350

Wendel, Frederick C.; And Others
Outstanding School Administrators: Their Keys to Success.
PUB DATE- 96
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Responsibility; *Educational Administration; Elementary Secondary Education; Interprofessional Relationship; Leadership; *Leadership Styles; Organizational Communication; *Public Education

Project Success was initiated to identify the good things that happen in American public education. One thousand administrators nationwide, identified by their peers as successful were asked to describe their leadership characteristics and beliefs about education. Responses were received from 491 administrators. Chapter 1 presents sample statements of educational philosophy made by the administrators. Chapter 2 describes the administrators' value systems and how they put those values into practice. Chapters 3 through 11 describe administrators' views and practices on visionary leadership, institutional leadership, commitment, interpersonal relations, innovation and quality, risk taking, communication, personnel selection, and personal development. In summary, the administrators made learners their first priority. They sought to create a positive school climate, work collaboratively with others, look for reasonable compromises, and embrace the concept of service to others. They credited the following characteristics as contributing to their success: being able to work well with others, having positive attitudes, setting high expectations for themselves and others, being tenacious about meeting the needs of students, and having honesty and integrity. They were also committed to their profession and willing to work hard, take risks, and serve as role models. They acted ethically and showed respect for diverse ideas and people. Finally, they viewed success as a process. References accompany each chapter. An index is included. (LMI)

IDENTIFIERS- *Bellevue School District WA

This mix of presentation graphis, forms, and text presents guidelines for developing a school-district policy for selecting consultants to design and carry out school-building projects. The specific policy presented is that of the Bellevue (Washington) School District. The manual describes how to: (1) develop a written consultant-selection policy; (2) conduct architectural interviews; (3) develop formal written guidelines and policies; (4) conduct consultant notification and fee negotiations; (5) maximize community and staff involvement; (6) create a successful match between consultants and the school-building project; and (7) conduct a postevaluation. The advantages and disadvantages of this type of architectural-selection process are described. Sample checklists, policies, and building plans are included. (LMI) suspension (OSS) as an effective measure for more serious incidents, such as oncampus possession of alcohol or marijuana, fighting, extortion, being under the influence of alcohol or drugs, obscene language toward a teacher, and physical sexual harassment. OSS was utilized by 98 percent of the sample. One table is included. (LMI)

ED 392 170   EA 027 404

Presley, Charles F.
The Relationship of Federal Educational Expenditures and Federal Public Assistance Expenditures.
PUB DATE- Aug 95
NOTE- 38p.; Research Paper, Sam Houston State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; Enrollment Rate; *Expenditures; *Federal Aid; Financial Support; *Public Support; Regression (Statistics); *Resource Allocation; Welfare Recipients; *Welfare Services

This paper presents findings of a study that determined if there is a significant relationship between federal expenditures for education and federal expenditures for public assistance. Data on federal primary and secondary educational expenditures, federal public-assistance expenditures, the number of public-assistance recipients, the enrollment in public primary and secondary schools, and annual inflation rates for 1959-91 were obtained from publicly available reports of several federal agencies. Indices were developed in order to deflate the educational and public-assistance expenditures and to remove the effects of population changes, inflation, benefits per recipient changes, and student-enrollment changes. To allow for a delayed reaction, the deflated public-assistance expenditures were shifted year by year and correlated with the deflated educational expenditures. When the public-assistance expenditures were shifted 12 years in relation to the educational expenditures, there was a significant correlation of r=-.907. A linear regression of filtered public-assistance expenditures that was shifted 12 years in relation to filtered educational expenditures indicated an inverse relationship of $1.82 of public-assistance expenditures for each $1 of educational expenditures. Recommendations for further study are offered. Appendices contain statistical tables and four figures. (Contains 10 references.) (Author/LMI)

communication at the preschool or kindergarten level. The study compared performance of 40 deaf students, attending a school for the deaf, on a comprehensive testing program (covering Swedish language and mathematical and numerical ability) in grade 8 with performance of deaf students on the same tests in the 1960s before early sign language was commonly encouraged. The study found significant differences in performance between the current students and their orally trained age-mates. The level of academic achievement had risen, although results from tests of general intellectual ability and spatial/perceptual ability remained the same. Current students were particularly superior in the understanding and use of written Swedish, but the difference was also evident in numerical and mathematical tests. (Author/DB)

cognitive behavioral interventions, and modifications in the classroom environment and in instructional methods. Appendices present sample antecedents-behaviors-consequences, a sample token economy system, and a sample behavior contract. (Contains 11 references.) (JDD)

ED 392 209 EC 304 640

Johnson, David R.; And Others
Postschool Outcomes and Community Adjustment of Young Adults with Severe Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accessibility (for Disabled); *Adjustment (to Environment); Citizen Participation; Community Services; Daily Living Skills; Educational Background; Educational Policy; Employment; Family Relationship; Friendship; *Outcomes of Education; Personal Autonomy; Place of Residence; *Severe Disabilities; Social Integration; Social Life; Student Experience; Surveys; Vocational Adjustment; Young Adults
IDENTIFIERS- *National Transition Study Indiv Sev Dis Lvng Schl

This policy research brief summarizes findings of a multistate assessment of postschool outcomes and community adjustment for young adults with severe disabilities, the National Transition Study of Individuals with Severe Disabilities Leaving School. The study was intended to provide policy-relevant information on the postschool outcomes and community adjustment of this population and document the difficulties these individuals encounter in accessing community services. The study sample consisted of 398 young adults with severe disabilities across five states (Colorado, Illinois, Massachusetts, Minnesota, and Texas). The subjects had been out of high school from 1 to 4 years. Data collection instruments included a 100-item post-school outcome survey and the Inventory for Client and Agency Planning. Results are reported for the following nine outcome domains: (1) school experiences/completion, (2) employment and daytime activities, (3) living arrangements, (4) family and friends, (5) community involvement, (6) financial independence, (7) personal choice, (8) family needs and support, and (9) waiting for services. Overall, findings illustrated a pattern of limited access to postsecondary education programs, employment instability, dependence on others for residence and other forms of support, limited participation in community social events, and significant levels of social isolation among these young adults. (Contains 27 references and lists 13 related publications.) (DB)

Sources; *School Counseling; *School Guidance; *Special Education
IDENTIFIERS- *Alberta

This guide lists and annotates approximately 120 English and 10 French resources available for use in special education and guidance/counseling in Alberta, Canada. Resources include books, monographs, curriculum materials, videos, and laser disks. Information typically provided includes title, date, source and order number, price, and the annotation. Annotations are grouped into the following categories: assessment; attention deficit hyperactivity disorder; autism; awareness; behavior disorders; cerebral palsy; deaf or hard of hearing; dependent handicapped; early childhood services; educable mentally handicapped; emotional disturbances; epilepsy; French resources; gifted and talented; guidance and counseling; home economics; information and legal issues; integration; interagency collaboration; learning disabilities; physical education; programming for students with special needs; reading; social skills; trainable mentally handicapped; transition planning; and visual impairment. An index offers access by title. (DB)

ED 392 229   EC 304 660

Guide to Education for Students with Special Needs.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Definitions; Delivery Systems; *Disabilities; *Educational Legislation; *Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; Gifted; Program Development; *Special Needs Students; *State Standards
IDENTIFIERS- *Alberta

This guide sets out the requirements and expectations for the development and delivery of programs for students with special needs in Alberta, Canada. First, it describes legislation (especially the School Act of 1988) and policy related to educating students with special needs. Next it specifies established requirements and expectations in the following areas: screening for early identification, referral, assessment, program planning and implementation, program placement, outcomes, appeals, children's services, health-related support services, transition planning, and school board policy. A glossary defines key terms and an appendix defines the categories of special needs which are accepted and used for administrative and funding purposes in the province. (DB)

(150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; Language Patterns; *Language Styles; *Language Usage; Oral Language; *Social Dialects; Standard Spoken Usage
IDENTIFIERS- *Slang

This paper describes how slang is not necessarily short-lived and novel. Users perceive these words, phrases, and meanings as new and they function as new, however, their novelty is only apparent rather than real. Data examined were gathered by students from fellow students at Michigan State University. Sources for comparison included the "Oxford English Dictionary," "The Random House Historical Dictionary of American Slang," "The 1811 Dictionary of the Vulgar Tongue," "Slang and Its Analogues," "Slang and Unconventional English," "Slang is Not Novel," and "New Dictionary of American Slang." Three categories of slang were found: core slang, transient slang, and peripheral slang. Core slang is slang of long duration in time, transient slang is short lived and highly localized, and peripheral slang hovers between slang and informal discourse. Findings suggest that the novelty of slang is actually a pragmatic force, or that slang is a discourse marker that directs that some portion of the discourse be interpreted as informal and oral. It is concluded that slang is a marker for orality and informality, rather than novelty. (Contains 17 references.) (NAV)

Kraft, Richard; And Others

Grass Roots Middle School Reform: Culturally and Linguistically Diverse Students in a Low SES District.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 95

NOTE- 73p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Change Strategies; *College School Cooperation; *Cultural Pluralism; Economically Disadvantaged; Educational Change; *Educational Innovation; *High Risk Students; Inservice Teacher Education; Intermediate Grades; Junior High Schools; *Low Income Groups; *Middle Schools; Program Descriptions; Program Effectiveness

Design and implementation of a program to improve education for a culturally diverse middle school population in an economically disadvantaged area are described. The program involved cooperation of the University of Colorado-BUENO Center for Multicultural Education and a nearby school district. In the two participating middle schools, students ranked low in the state in academic achievement and were at high risk for dropping out of school. The federally-funded program was designed to increase student achievement and self-esteem through teacher and paraprofessional development courses, affective education, funding for Spanish and English literacy instructional materials, support for mentoring, and a 2-week study program in Mexico for teachers. The report first provides background information about new national educational goals, principles for work with limited-English-proficient students, approaches to systemic reform, changing demographics and resulting needs, and educational research and theory on achievement. It then describes the program, including school-level needs, nature of school/university collaboration, resources and needs assessment, objectives, project model, key program elements (affective, bilingual, and multicultural coursework for teachers, book fairs and workshops, mentoring program, school tutorial and enrichment programs, study in Mexico, affective education curriculum), and lessons learned. The program is not formally evaluated here. Contains 42 references. (MSE)

short articles on various aspects of Mexican history and discussions of religious feast days celebrated in Mexico. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK)

ED 392 293 FL 801 053

La Palabra es Nuestra: Primaria para Adultos. Segunda Parte, Volumen 1-2. Edicion Experimental (The Language Is Ours: Primer for Adults. Part Two, Volumes 1-2. Experimental Edition).
PUB DATE- 87
NOTE- 908p.; For related documents, see FL 801 047-068. Photographs may not copy well.
LANGUAGE- Spanish
EDRS Price- MF06/PC37 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Communication (Thought Transfer); Foreign Countries; *History Instruction; Independent Study; Instructional Materials; *Latin American Culture; *Literacy Education; Native Language Instruction; Reading Instruction; *Spanish Speaking; Vocabulary Development
IDENTIFIERS- *Mexico

These workbooks are part of a Mexican series of instructional materials designed for Spanish speaking adults who are in the process becoming literate or have recently become literate in their native language. They provide readings and exercises for developing literacy skills. Pictures and fill-in-the blank exercises appear frequently. Volume 1 includes a description of real and fantasy objects; a physical and behavioral description of animals and people; a description of static natural phenomena; a description of landscapes with static elements; a description of real and imaginary landscapes; and a description of landscapes with dynamic elements. Volume 2 includes descriptive readings; scientific and literary texts; Mexican legends and traditions; local traditions and popular songs; drama; stories; emotional readings and opinion pieces; histories of other countries in Latin America; and readings about imaginary deeds. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (CK) planning and presentation are also outlined. Two numeracy activities, one introducing a place-value chart and one on metric measurement, are offered as illustrations of effective techniques. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 392 317 FL 801 111

Rosenblum, Susan
Union-Sponsored Workplace ESL Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 96
NOTE- 4p.; A product of the Project in Adult Immigration Education (PAIE).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Agency Cooperation; Course Content; Curriculum Design; Educational History; Educational Objectives; *English (Second Language); *Industrial Training; *Inplant Programs; *Literacy Education; Program Design; Second Language Programs; *Unions
IDENTIFIERS- ERIC Digests

Labor unions have provided English-as-a-Second-Language (ESL) instruction in the workplace since the early 1900s, to serve a growing immigrant workforce. In the late 1970s and early 1980s, an increase in immigrant population, decline in manufacturing jobs, new technology, and work restructuring brought a new urgency to union-sponsored worker education, primarily to provide workers with access to training. The need for communication skills, problem-solving skills, and knowledge of workplace organization for the high-performance workplace has recently emerged as a new need. Programs usually involve a partnership of unions, businesses, and educational entities. These may include union consortia, joint union-company partnership funds, or individual unions forming partnerships with employers and educators. Workplace ESL instruction and curricula for union programs incorporate the range of approaches and techniques found in many adult ESL programs. While the major focus is on job-related language skills, the programs may also teach general life skills, worker rights and responsibilities, problem-solving and critical thinking, and health safety. Contains 11 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Mainstream Administrative Systems--Bradley University's Experience" (Ellen Watson and Stephen Patrick); (3) "Internet Tools Access Administrative Data at the University of Delaware" (Carl Jacobson); (4) "A Successful Path to Client/Server Applications Through Rapid Application Development Methodology with a Self-Directed Work Team" (Sidney F. Holmes and Ellen L. Teague), which focuses on North Carolina State University; (5) "Data Warehousing Puts New Life into Legacy System" (Kathy L. Fisher), which discusses Ferris State University's data warehouse application; (6) "Assessing Risk: Developing a Client/Server Security Architecture" (Dave Millar and others), about the University of Pennsylvania's client/server network security efforts; (7) "Saving Enterprise Data from the Client/Server Grinch" (John D. Porter and others), on Arizona State University's efforts to keep control of its data sources; and (8) "Taking Advantage of WWW Technology" (Timothy Foley and others), on World Wide Web development at Lehigh and Duke Universities. Some papers contain references. (MDM)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Coeducation; College Presidents; *Educational History; Graduate Study; Higher Education; *Institutional Characteristics; Institutional Mission; Organizational Change; Private Colleges; Residential Colleges; Social Change; United States History; Universities
IDENTIFIERS- Diversity (Student); *Institutional History; *Princeton University NJ; Wilson (Woodrow)

This volume offers an illustrated history of the 250-year history of Princeton University (New Jersey). The book's first seven chapters focus on the pivotal moments of Princeton's first 200 years: its founding based in the Great Awakening, a religious movement of the time; the construction and history of Nassau Hall; the era of President Witherspoon, a Scottish minister and the University's first great president; the Civil War; the era of President McCosh, a Scottish educator who significantly improved the institution; Woodrow Wilson at Princeton; and the inter-war years. The remaining seven chapters sketch the major developments of the post-World War II era, including increased diversity of the student body, an expanded commitment to graduate education and research, the decision to become coeducational, and the creation of residential colleges. Interspersed are small sections that profile the four presidents who led Princeton after World War II and brief sketches on topics that range from Princeton's athletes and its Nobel laureates to things named after Princeton and the phenomenon of Princeton reunions. (JB)

ED 392 356 HE 028 956

Maxwell, Leigh
Now is the Time to Circle the Wagons: Combining the Quality, Reform, and Technology Movements for Higher Education.
PUB DATE- Nov 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association Instructional Development Division (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behaviorism; Computer Uses in Education; *Educational Change; Educational Improvement; *Educational Quality; *Educational Technology; Evaluation Methods; *Higher Education; Instructional Improvement; Learning Processes; Technological Advancement; *Total Quality Management
IDENTIFIERS- *Reform Efforts

This paper explores the question of how quality is defined within the context of higher education in the context of the recent movements of education reform, technology in education, and quality management of education. It concludes that, to maximize the potential and strengths of each of these movements, they should be combined as a unified force. The basic assumptions about teaching, learning and assessment are discussed first. This section notes that many views of education reform are based on traditional behaviorist assumptions, but that real education reform must challenge assumptions about the nature of learning and how students learn. A discussion of the integration of technology into education argues that higher education must take the initiative in this area. If technologies are viewed as tools and communication devices, they can certainly be used to support education reform. A review of Total Quality Management (TQM) suggests that in education this approach leads to a shift from teaching and testing to continuous learning and improvement based on customer satisfaction, constancy of purpose, continuous improvement, and technique. The paper closes with a proposal for integrating these three movements demonstrating how together they can improve the quality of higher education. (Contains 32 references.) (JB)

ED 392 357 HE 028 957

Person, William A.; And Others
Reassessment of a Program Focusing on Instructional Strategies for Culturally Diverse Students.
PUB DATE- Nov 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (24th, Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Cultural Differences; Educational Strategies; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Institutes (Training Programs; Professional Continuing Education; Program Effectiveness; Program Evaluation; Secondary School Teachers; *Summer Programs; Teacher Attitudes; *Teacher Improvement; Teacher Student Relationship; Teaching Methods

ED 392 374 HE 028 974

Ekstrom, Ruth; And Others
Undergraduate Debt and Participation in Graduate Education: The Relationship between Educational Debt and Graduate School Aspirations, Applications, and Attendance among Students with a Pattern of Full-Time, Continuous Postsecondary Education.
PUB DATE- Jun 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Academic Persistence; *College Graduates; College Students; Educational Trends; Enrollment; *Graduate Study; Higher Education; Student Loan Programs
IDENTIFIERS- *Debt (Financial); High School and Beyond (NCES); National Longitudinal Study High School Class 1972

This study explored the relationship between undergraduate educational loan indebtedness and graduate school aspirations, application, enrollment, and persistence, using data from the National Longitudinal Study of 1972 and from the 1980 and 1982 cohorts of the High School and Beyond study. The analysis was limited to full-time students who did not interrupt their postsecondary education. The results show that aspirations and application for graduate education were slightly higher for indebted than non-indebted college seniors in 1976 and 1984 and essentially equal for these two groups in 1986. Slightly more college graduates with educational debt than without enrolled in graduate or professional school in 1976 and 1984. Regression analysis showed little unique contribution of debt level to graduate aspirations, application, enrollment, and persistence after controlling for factors such as background and differences in undergraduate educational experience. The report is illustrated with 15 tables and 1 figure. (Contains 23 references.) (Author)

ED 392 375 HE 028 975

Gibbs, Graham, Ed.
Improving Student Learning through Assessment and Evaluation.
PUB DATE- 95
NOTE- 544p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *College Instruction; College Students; Computer Assisted Instruction; Cooperative Learning; *Educational Assessment; Educational Research; *Evaluation Methods; Foreign Countries; Higher Education; Independent Study; *Instructional Improvement; Instructional Innovation; *Learning; Learning Experience; Learning Motivation; Learning Processes; Learning Strategies; Mastery Learning; Second Language Learning; Student Improvement; Thinking Skills
IDENTIFIERS- Canada

This book contains 40 papers from an international symposium on improving the quality of higher education teaching and learning. Part 1 contains three papers on using research to improve student learning covering some Canadian projects, the use of research on student learning, and ways to evaluate and improve learning. Part 2 contains 10 papers on using assessment

ED 392 390 IR 017 625

ChanLin, Lih-Juan; Chan, Kung-Chi
Computer Graphics and Metaphorical Elaboration for Learning Science Concepts.
PUB DATE- 16 Feb 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Educational Communication and Technology (Indianapolis, IN, February 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; Biotechnology; College Students; *Computer Graphics; *Concept Formation; Educational Media; Foreign Countries; Higher Education; Instructional Effectiveness; *Instructional Material Evaluation; *Learning Motivation; Learning Processes; *Metaphors; Multimedia Instruction; Student Attitudes; Verbal Stimuli; *Visual Aids; Visual Stimuli
IDENTIFIERS- Design Research; Instructional Materials Motivation Scale; Mental Imagery; *Metaphorical Thought; Semantic Features; Visual Displays; Visual Imagery

This study explores the instructional impact of using computer multimedia to integrate metaphorical verbal information into graphical representations of biotechnology concepts. The combination of text and graphics into a single metaphor makes concepts dual-coded, and therefore more comprehensible and memorable for the student. Visual stimuli help the learner establish semantic connections between the abstract and the concrete, and it is hoped that metaphoric stimuli can facilitate analogical links between the unfamiliar and the familiar. In this study, six versions of instructional materials were developed: non-graphics without metaphors (control group), static graphics without metaphors, animated graphics without metaphors, non-graphics with metaphors, static graphics with metaphors, and animated graphics with metaphors. Participating college students (n=120) were randomly assigned into the six groups and studied the materials independently. A criterion-referenced test was used to assess students' learning performance, while the Instructional Material Motivation Survey (IMMS) was used to gather attitudinal responses. Interviews and observations yielded information about how students employed graphics and metaphors for mental elaboration. Quantitative results suggested that animated graphics plus metaphorical treatment enhanced motivation the most, although metaphorical treatment seemed to be received positively regardless of what accompanied it. Furthermore, the results of the interviews and observations shed light on, among other things, how students process and interpret graphical displays and how the pace of animated presentations influences learning. As a sample of the metaphorical technique, an appendix offers a series of sequential drawings and accompanying verbal information that depict strands of genetic materials as "screwed zippers." (Contains 36 references. (BEW)

ED 392 391 IR 017 626

Understanding Information Technology in Kindergarten through Grade 12, 1994-1995. Report to Respondents.
PUB DATE- Feb 96
NOTE- 12p.
LANGUAGE- English

ED 392 408 IR 017 699

Harvey, James, Ed.
The Market for Educational Software.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Education Technology.
PUB DATE- May 95
NOTE- 18p.; For related documents, see IR 017 698 and IR 017 700.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- Budgeting; *Computer Software Development; *Educational Technology; Elementary Secondary Education; Equipment Manufacturers; *Expenditures; Integrated Learning Systems; Resource Allocation; Technological Advancement
IDENTIFIERS- Attitudes Toward Computer Technologies; *Barriers to Change; Edutainment; *Market Analysis; Production Quality

This report summarizes one of a series of workshops organized by RAND's Critical Technologies Institute, on behalf of the U.S. Department of Education, to take advantage of the experience of those already implementing new technologies in the schools. The workshop consisted chiefly of dialogues with educators and experts from the private sector who are working to apply emerging telecommunications systems for learning. This summary addresses questions on educational software development and serves as a primer on the market realities of the educational software business. Participants concluded that the market is weak for several reasons: schools have little money to spend on software; it was not always clear that educational materials dollars could be spent on instructional technology; manufacturers often shy away from the lengthy review processes and long-term commitments that many states require; and production values tend to be lower for school multimedia than for the more glamorized multimedia marketed for the home computer. In this regard, the advantages and disadvantages of the integrated learning system (ILS) are outlined. Besides being limited, the educational software market seems too unsettled to be accurately analyzed. The market is currently being driven by technological achievements for their own sake, but as people become more and more receptive to computers, the market will become propelled by consumer demand. In the meantime, school budgets for software remain: (1) controlled by only a few key figures; (2) too low; (3) tied to outmoded premises about learning; (4) concentrated on the elementary grades; and (5) subject to rising expectations placed on them by the visual sophistication of home "edutainment" software. An appendix lists the participants. (BEW)

ED 392 409 IR 017 700

Melmed, Arthur, Ed.
The Costs and Effectiveness of Educational Technology: Proceedings of a Workshop.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Education Technology.
PUB DATE- Nov 95
NOTE- 49p.; For related documents, see IR 017 698-699.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Case Studies; Comparative Analysis; *Computer Software Evaluation; *Cost Effectiveness; Costs; Courseware;

ED 392 429 IR 017 720

Swan, Karen; Meskill, Carla
The Use of Multimedia in Response-based Literature Teaching and Learning: A Critical Review of Commercial Applications.
PUB DATE- 95
NOTE- 8p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- (Author/BEW)
Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software Evaluation; Creative Thinking; Critical Thinking; Elementary Secondary Education; Instructional Innovation; Instructional Materials; *Literature; *Multimedia Materials; *Reader Response; Student Role; Teacher Role; *Teaching Methods
IDENTIFIERS- *Response Based Writing

A response-based pedagogy encourages the exploration of multiple perspectives regarding literary works and student construction of defensible interpretations of the same, with the quality of students' critical and creative thinking being the focus of assessment. The National Center for Research on Literature Teaching and Learning's ongoing "Multimedia and Literature Teaching and Learning" project explores the potential of multimedia to facilitate such response-based pedagogies. The project's first stage, detailed in this report, involved reviewing existing commercial applications from a response-based perspective. Seven evaluative categories were established through a series of focus group sessions and then divided into two groupings: multimedia issues and response-based issues. The first three categories--content clarity, technical quality, and use of technology--adopt the former perspective. Response-based issues include: what counts as knowledge, the role of the text, the role of the students, and the role of the teacher. The multimedia literature applications were evaluated by 25 graduate students of literature education and/or instructional technology. Findings reveal that while such programs are generally of high technical quality and linked to works commonly taught in schools, the pedagogical approaches taken are not response-based. Programs designed for elementary students equated literature education with reading instruction; programs designed for high school students generally adopted a traditional text-centered approach. Results also indicate that the applications currently available are technologically, and not pedagogically driven. (AEF)

ED 392 430 IR 017 721

Taylor, Harriet G.; Stuhlmann, Janice M.
Project KITES: Kids Interacting with Technology and Education Students.
PUB DATE- 95
NOTE- 8p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; Elementary School Students; *Experiential Learning; Grade 4;

ED 392 448 IR 055 830

Academic Libraries 2000. Proceedings of a Working Conference for New York State's Academic Library Directors (Albany, New York, October 12-13, 1995).
PUB DATE- Feb 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Higher Education; *Institutional Cooperation; Library Administration; Needs Assessment; *Political Influences; *Regional Planning; Shared Resources and Services; *State Legislation; *Statewide Planning
IDENTIFIERS- Library Directors; *New York

These proceedings are a summary of a working conference for New York State academic library directors sponsored by the Academic and Special Libraries Section of the New York Library Association (NYLA) and the New York Three R's Organization (NYTRO). Library directors from 74 academic institutions around New York State met to develop an agenda which could be used to focus legislative priorities and to develop initiatives for strengthening academic libraries. The proceedings provide lists of priorities that emerged from 10 working groups which addressed the questions of: (1) how to influence legislation for academic libraries; (2) how to enhance resources and/or services through regional initiatives; (3) how to enhance resources and/or services through state initiatives; (4) how to improve coordination among academic libraries; and (5) how to enhance cooperation among academic and other types of libraries. Appendices include a conference outline, summaries of speeches, copies of session materials, a list of conference registrants, details about a listserv for academic library directors, and notes from a meeting with State Librarian James Shubert. (BEW)

ED 392 449 IR 055 831

Wolgemuth, Amy
Learning Online: An Educator's Easy Guide to the Internet.
PUB DATE- 96
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Access to Information; *Computer Mediated Communication; Computer Uses in Education; Electronic Mail; *Information Sources; *Internet; *Online Searching; Search Strategies
IDENTIFIERS- *Connectivity; File Transfer Protocol; Gopher; Telnet; World Wide Web

This handbook is a guide for newcomers to the Internet, as well as for those more experienced. It includes ideas and information on how to use online technologies, current examples, resources, hints, and answers to frequently asked questions. Also included are ideas for practical application throughout the curriculum that will enhance learning and instruction. The book is divided into three main sections. The first section explores the options available for getting connected to the Internet, as well as the issues and concerns surrounding Internet access. In the second section, the focus is on the possibilities for communication through the Internet,

ED 392 469 JC 950 550

Opp, Ronald D.
Tech Prep Consortia in Texas.
PUB DATE- 24 May 95
NOTE- 15p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (17th, Austin, TX, May 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); College Preparation; *College School Cooperation; Community Colleges; *Consortia; Cooperative Planning; Cooperative Programs; *Educational Cooperation; *Institutional Cooperation; Integrated Curriculum; *Tech Prep; Two Year Colleges
IDENTIFIERS- *Texas

The Tech Prep (TP) program is designed to provide a seamless transition for students between the high school, community college, and four-year college levels so that students can make an easier transition from school to work. In Texas, TP has developed differently from the programs of other states. Texas policy makers created a tri-agency partnership, consisting of the Texas Higher Education Coordinating Board, the Texas Education Agency, and the Texas Department of Commerce, to oversee TP development. A consortia approach was utilized, with a total of 25 consortia funded to provide access to TP programs throughout the state. Although this unified approach has afforded Texas a high level of cooperation between the responsible parties, it is sufficiently decentralized to provide maximum latitude to each consortium to develop programs to meet the specific needs of its constituency. The approach also allows each consortium to be independent of its member institutions, allowing it to maintain a balance between the various institutions' interests. Weaknesses of the TP program include an increased risk of inefficiency as a result of the tri-agency partnership and an increased risk of conflict between consortia and their member institutions. Despite the opportunities to improve linkages between secondary and post-secondary institutions and provide extensive feedback to faculty, TP faces threats from reduced federal funding and inter-institutional competition. (MAB)

ED 392 470 JC 960 103

Parrott, Sarah
The Last of the Handcrafted Students: Issues of Distance Education in Academia.
PUB DATE- 95
NOTE- 16p.; Graduate Seminar Paper, University of California, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Access to Education; Community Colleges; Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; *Educational Media; *Educational Technology; Extension Education; *Nontraditional Education; Postsecondary Education; Statewide Planning;

ED 392 487 JC 960 150

Project SYNERGY: Software Support for Underprepared Students. Year Three Report.
PUB DATE- Sep 93
NOTE- 141p.; For the Year Two report, see ED 345 804; for the Year Four report, see JC 960 151.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; Computer Oriented Programs; *Computer Software; *Computer Software Reviews; *Computer Uses in Education; Educational Media; *Educational Technology; High Risk Students; *Partnerships in Education; Reading Instruction; Two Year Colleges; Two Year College Students
IDENTIFIERS- IBM Corporation; Miami Dade Community College FL; *Project SYNERGY

With funds from the International Business Machines (IBM) Corporation, Project SYNERGY was launched in January 1990 to address the problem of students deficient in basic skills entering colleges. Project SYNERGY I focused on reviewing and compiling a list of useful instructional software for basic skills remediation; Project SYNERGY II focused on software implementation; and Project SYNERGY III developed an integrated, adaptive, computerized management system. Twenty-two institutions in the United States and Canada, led by Florida's Miami-Dade Community College (MDCC), participated in reviewing and implementing computer software for community college students. The first section of this third year progress report summarizes the software review process results, including reviews of 259 different software packages. This section contains 35 tables providing ratings of individual software programs for reading, writing, mathematics, English as a Second Language (ESL), study skills and critical thinking, and multimedia packages. Part 2 provides information on 13 research studies conducted, explaining trends emerging from the studies. Part 3 discusses the implementation of the Project SYNERGY Integrator, a software management system to ensure software standards and track student progress through different programs. Part 4 describes the local area network (LAN) that comprises the Project's environment, focusing on the physical, social, and cultural conditions of the LAN. The final section presents an overview of the state of technology in education and future plans for the project. Appendixes include a cumulative directory of project participants, list of software attributes and learning objectives and software publishers, and applications software and hardware configurations. (TGI)

ED 392 488 JC 960 151

Project SYNERGY: Software Support for Underprepared Students. Year Four Report.
PUB DATE- May 95
NOTE- 171p.; For the Year Three report, see JC 960 150; for the Year Two report, see ED 345 804.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; Computer Oriented Programs; *Computer Software; *Computer

ED 392 504 JC 960 169

Voorhees, Richard A.; Cheng, Xing
Challenges in Implementing Core Indicators of Effectiveness for Colorado's Community Colleges.
PUB DATE- 25 Oct 94
NOTE- 19p.; For a report on the AACC's core indicators, see ED 367 411; for a report on Colorado core indicator's, see JC 960 170.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Articulation (Education); *College Outcomes Assessment; College Planning; Community Colleges; Educational Planning; Educational Quality; Program Effectiveness; *Program Implementation; *School Effectiveness; *Self Evaluation (Groups); Statewide Planning; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- American Association of Community Colleges; *Colorado Community College Occupational Ed System

In response to calls for increased accountability in educational institutions, the American Association of Community Colleges developed the following 13 core indicators of institutional effectiveness: student goal attainment, fall to fall persistence rates; degree completion rates; placement rates in the work force; employer assessments of students; number and rate of transfers; performance after transfer; basic skills students' success in subsequent coursework; demonstration of critical literacy and citizenship skills; client assessment of programs; responsiveness to community needs; and service area participation. The Colorado Community College and Occupational Education System has identified several challenges for implementing these indicators in the state, including the following: (1) developing an instrument for determining student goals at entry; (2) establishing a longitudinal database to track student outcomes; (3) tabulating state employment information; (4) developing mechanisms to survey employers and maximize response rates; (5) assessing student transfer intentions at matriculation or later at the campus level; (6) addressing literacy and citizenship as an outcome; (7) developing data sources to address client satisfaction and determine opinions about programs and services; (8) conducting community needs assessment, focus groups, and surveys to determine responsiveness to community needs; and (9) addressing participation rates in the service area through attendance records and community impact surveys. (TGI)

ED 392 505 JC 960 170

Colorado Community College and Occupational Education System Core Indicators of Effectiveness Report.
PUB DATE- Dec 95
NOTE- 19p.; For a related report on implementing indicators of effectiveness in Colorado, see JC 960 169.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Articulation (Education); *College Outcomes Assessment; College Planning; Community Colleges; Educational Planning; Educational Quality; Program Effectiveness; *School Effectiveness; *Self Evaluation (Groups); Statewide Planning; Student Educational Objectives;

ED 392 522 PS 023 914

Hohmann, Charles; And Others
High/Scope Buyer's Guide to Children's Software. 11th Edition.
PUB DATE- 95
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Software; *Computer Software Reviews; Computer Software Selection; Computer Uses in Education; Day Care; Early Childhood Education; Elementary School Students; *Evaluation Criteria; Intermediate Grades; Kindergarten; Kindergarten Children; Preschool Children; Preschool Education; Primary Education
IDENTIFIERS- High Scope Educational Research Foundation MI

This 11th edition of the High/Scope Buyer's Guide to Children's Software was designed to help teachers, caregivers, and parents make good choices when purchasing software to enhance children's learning. The book consists of an introduction, a chapter on finding the best software, software reviews for 48 different software products. The introduction discusses changes in the new edition. The first chapter contains software purchasing tips, including criteria for selecting high-quality software for home, center, or school to use with children from the pre-kindergarten through grade 4 levels. The section of software reviews features 48 programs. The entries for each program include a sidebar which contains numerical ratings on content strength (e.g., educational content and activities appropriate to the age level suggested); user friendliness (e.g., icons and picture menus used); management and options (e.g., customization to an individual child, group, etc.); strength of support materials (e.g., information provided to extend learning activities); and value for the cost (price compares favorably with other programs); and a profile of the program, including publisher, intended grade or age level, learning content area (e.g., language, social studies, country); hardware and software needed, and cost. A detailed narrative description of the program makes up the bulk of each entry. "See also" references to other software products are included at the end of many entries. Four appendices include descriptions and ratings for previously reviewed software, a listing of software publishers, a listing of software programs by concept area, and a glossary. An extensive index of software titles is included. (DR)

ED 392 523 PS 023 916

Wong, Lily Yee-Sheung
'I Am Responsible, I Will Do Well!'
PUB DATE- Nov 95
NOTE- 11p.; Paper presented at the Annual Conference of the Educational Research Association (9th, Singapore, November 22-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *Adolescents; Foreign Countries; *Performance Factors; Secondary Education; Self Concept; Sex Differences; *Student Attitudes; *Student Motivation; *Student Responsibility
IDENTIFIERS- *Adolescent Attitudes; Intellectual Achievement

ED 392 541 PS 024 035

Straus, Murray A.; Donnelly, Denise A.
Beating the Devil Out of Them: Corporal Punishment in American Families.
PUB DATE- 94
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Causal Models; Child Abuse; *Corporal Punishment; Cultural Influences; Depression (Psychology); Discipline; Family Environment; Family Life; Mental Disorders; *Parent Child Relationship; Racial Factors; Sexuality; *Social Attitudes; Socioeconomic Influences; *Violence
IDENTIFIERS- *Disciplinary Styles; Parenting Styles

The question of whether corporal punishment is an effective method of discipline has been hotly debated by parents, teachers, and child-rearing experts. Based on studies of over 9,000 families, this book describes the extent to which parents in the United States use corporal punishment (such as spanking and slapping) and its effects on their children. Distinguishing corporal punishment from child abuse as physical punishment not intended to cause injury, the book contends that this believed to be "minor" form of physical violence is the precursor to much of the violence exhibited in today's world, and that children who are spanked learn quickly that love and violence can go hand in hand and that hitting is morally right. The book explores two decades of research--including cultural, gender, and socioeconomic factors--indicating that children who are spanked regularly are from two to six times more likely to be physically aggressive, to become juvenile delinquents, and later as adults, to use physical violence against their spouses, exhibit sadomasochistic tendencies, and to suffer from depression. The chapters of the book are: (1) " Spanking The Conspiracy of Silence"; (2) "Everyone Does It, But Less Now"; (3) "Hitting Adolescents"; (4) "Who Spanks the Most?"; (5) "Depression and Suicide"; (6) "Physical Abuse"; (7) "Violence and Crime"; (8) "The Fusion of Sex and Violence"; (9) "Alienation and Reduced Income"; (10) "Ten Myths that Perpetuate Corporal Punishment"; (11) "Social Evolution and Corporal Punishment. Four appendices include a theoretical model of causes and effects of corporal punishment, and books on child abuse searched for discussions of corporal punishment. Contains 200 references. (HTH)

ED 392 542 PS 024 040

Fogarty, Robin, Ed.
Student Portfolios: A Collection of Articles.
PUB DATE- 96
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Constructivism (Learning); Educational Technology; Elementary Secondary Education; *Evaluation Criteria; Parent Student Relationship; Parent Teacher Conferences; Performance Factors; *Portfolio Assessment; *Student Evaluation; Student Participation
IDENTIFIERS- *Authentic Assessment

ED 392 560 RC 020 215

Woofter, Thomas Jackson
Teaching in Rural Schools.
PUB DATE- 17
NOTE- 351p.; Xerox copy of original book, reproduced two pages per landscape pages. This book is cited by Mary Phillips Manke in her article "The Rural Teacher in the Early 1900's" (EJ 478 228) as a classic of rural education literature; see also RC 020 216-218, 435, 451-452, 470.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Discipline; Educational Change; Educational History; *Educational Practices; *Educational Principles; Educational Theories; Elementary Education; *Elementary School Curriculum; *Rural Areas; *Rural Education; Rural Schools; Teacher Education; Teacher Role; *Teaching Methods

Published in 1917, this book overviews rural schooling during the early 1900s and was written to address the problems of rural teaching and to serve as an introductory guide for rural teachers. Specifically, the book aimed to bring attention to the needs of rural life and the possible contributions of the rural school, to describe effective educational practices, and to overview educational theory and principles. The first section of the book provides an introduction to rural schooling and rural life and addresses types of rural schools and their functions. Other chapters in this section cover preparation of rural school teachers, organization and management of the rural school, child development, and general principles of teaching and discipline. The second section addresses specific methods for teaching elementary school subjects including reading and literature, English, spelling, penmanship, history and civics, geography, arithmetic, elementary science and agriculture, physiology, hygiene and sanitation, and arts and crafts. Emphasis is placed on the importance of grounding students in the fundamentals of reading, spelling, writing, and arithmetic along with the values of self-discipline and hard work. Each chapter includes discussion questions, additional resources for teachers, and a list of additional reading materials for students. Contains an index and a list of 20 recommended books concerning teaching in rural schools. (LP)

ED 392 561 RC 020 216

Kennedy, Joseph
Rural Life and the Rural School.
PUB DATE- 15
NOTE- 195p.; Xerox copy of original book, reproduced two pages per landscape pages. This book is cited by Mary Phillips Manke in her article "The Rural Teacher in the Early 1900's" (EJ 478 228) as a classic of rural education literature; see also RC 020 215-218, 435, 451-452, 470.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Consolidated Schools; *Educational Administration; Educational Change; Educational History; Educational Improvement; Educational Objectives; Elementary Secondary Education; Industrialization; Rural Areas; *Rural Education;

ED 392 576 RC 020 461

Riles, Suzanne B.
High School Completion Rates by Native American Enrollment in Northwest School Districts. Program Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 27p.; Bar graphs in the appendix may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *American Indian Education; *American Indians; *Dropout Research; Dropouts; *Ethnic Distribution; High Schools; High School Students; Rural Schools; School Districts; Suburban Schools; Urban Schools
IDENTIFIERS- *Graduation Rates; Native Americans; Resilience (Personality); *United States (Northwest)

This report reviews aggregate data for school districts in the Northwest region (Alaska, Idaho, Montana, Oregon, and Washington), breaking down on-time high school completion data by percent Native American student enrollment. This focus on high school completion rather than dropout emphasizes student resiliency rather than failure. Findings indicate that where Indians are concentrated, on-time graduation rates decline. But in Alaska, Idaho, and Montana, graduation rates climb where Indians are a larger fraction of student population but not more than 80 percent. The two states with the largest urban populations, Oregon and Washington, show more consistent decline in graduation rates as the proportion of Indians in the student body increases. District achievement averages decline as the percent Indian enrollment increases beyond 20 percent, but districts with Indian enrollments under 20 percent report slightly higher achievement scores than districts where no Indians are enrolled. Data related to urban/rural location support the notion that Indians have lower graduation rates than non-Indians in the same size urban areas. The pattern for achievement scores indicates that urban and rural districts with higher Indian enrollments reported lower scores than those with lower Indian enrollments, but suburban areas with higher Indian enrollments reported slightly higher scores. Current data are suggestive for Indian students in districts with higher Indian enrollment, but individual-level data is necessary to draw conclusions about Indian students in districts where they are a small minority. The appendix is comprised of four graphs which present the data. Contains 19 references. (TD)

ED 392 577 RC 020 462

Calam, John, Ed.
Alex Lord's British Columbia: Recollections of a Rural School Inspector, 1915-36. The Pioneers of British Columbia.
PUB DATE- 91
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Books (010)
DESCRIPTORS- Educational History; Elementary Education; Foreign Countries; North American History; *One Teacher Schools; Personal Narratives; Reminiscence; Rural Areas; *Rural Schools; *School Community Relationship; *School Supervision

ED 392 597 SE 057 680

Raymond, Anne M.; Hamersley, Brad
Collaborative Action Research In a Seventh-Grade Mathematics Classroom.
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; College School Cooperation; Grade 7; Junior High Schools; *Junior High School Students; *Mathematics Instruction; Middle Schools; *Problem Solving; *Student Attitudes; Surveys
IDENTIFIERS- Teacher Researcher Cooperation

This paper describes a study in which both collaborative action research and collaborative mathematics classroom instruction took place. The mathematics instruction consisted of the implementation of a problem-solving curriculum into seventh-grade mathematics classrooms. One problem-solving strategy per week for 10 weeks was introduced to the 4 classes which comprised a total of 125 students. Changes in students' attitudes, beliefs, and knowledge about problem solving were examined using pre- and post-problem solving surveys. Significant changes were found in all areas. A discussion of the teacher-researcher collaboration is included. Appendices contain surveys of students' beliefs about problem solving and examples of problems solved by students. (MKR)

ED 392 598 SE 057 683

Hauger, Garnet Smith
Rate of Change Knowledge in High School and College Students.
PUB DATE- Apr 95
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Calculus; *Cognitive Processes; *College Students; *Functions (Mathematics); Higher Education; High Schools; *High School Students; Interviews
IDENTIFIERS- Precalculus; *Rate (Mathematics)

Rate of change has its basis in everyday experience like growth and motion and is a fundamental organizing idea for relationships between varying quantities. In this paper three types of rate of change knowledge for functions are discussed: global, interval, and point-wise. Each of these types of rate of change knowledge can be examined using various function representations including graphs, tables of values, equations, and verbal descriptions. There were two major goals for the larger study from which the smaller study reported here comes. Thirty-seven students at 3 different levels of mathematical experience participated in this study--12 from high school precalculus classes, 15 from second semester college classes, and 10 upper division college mathematics majors. One goal was to describe strategies students use to address global,

ED 392 622 SE 057 798

Callister, Jeffrey C.; Crampton, Janet Wert
Understanding Our Environment: Land.
PUB DATE- 95
NOTE- 56p.; For all seven units in this series, see SE 057 794-801.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Earth Science; Elementary Secondary Education; Environmental Education; Fossil Fuels; Geology; Hands on Science; Investigations; *Land Use; Natural Resources; Science Activities; Soil Conservation; *Soil Science

Part of the Understanding Our Environment project that is designed to engage students in investigating specific environmental problems through concrete activities and direct experience, this unit introduces students to the idea of natural resources and focuses on resources found on land: minerals such as hematite and gypsum; rocks such as granite and limestone; fossil fuels such as natural gas, coal and oil; and surface deposits such as soil, sand, and gravel. Students study characteristics of natural resources and sources of human-made materials, and learn how use of natural resources affects the environment. Objectives include: learning what types of materials, both natural and made by humans, are in the local environment; understanding how the land's natural mineral resources are identified, obtained, and used by humans; finding out the origin, composition, and sources of the materials in our environment; studying the development of landscape and special properties of soil; and considering what people can do about environmental damage caused when humans obtain natural resources from the land. (JRH)

ED 392 623 SE 057 799

Arndt, Laura M. Sanders
Understanding Our Environment: Life.
PUB DATE- 95
NOTE- 57p.; For all seven units in this series, see SE 057 794-801.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Birds; *Conservation (Environment); Earth Science; Ecology; Elementary Secondary Education; Environmental Education; Hands on Science; Investigations; *Migration; *Ornithology; Science Activities

This unit is part of the Understanding Our Environment project that is designed to engage students in investigating specific environmental problems through concrete activities and direct experience. Students begin by researching the migratory songbirds that live in their community. They determine the bird's roles in the ecosystems and their requirements for survival. The investigations explore the importance of energy, cycles, and organism interactions in maintaining a stable system. The unit concludes with students using their new knowledge to create a wildlife habitat at their school or homes to study these birds and other wildlife. Objectives include: learning which migratory birds are in the neighborhood and

ED 392 644 SE 057 981

Jackson, Elizabeth Lee
A Comparison of 1994 Mississippi Science Fair Winners and Nonwinners at the Local, Regional, and State Levels of Competition.
PUB DATE- Nov 95
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; Computers; Elementary Secondary Education; Questionnaires; *Science Fairs; *Science Projects
IDENTIFIERS- *Contests; Mississippi

The purpose of this ex-post facto study was to determine whether or not all students have an equitable chance of winning in science fair competitions. Winners and nonwinners at local, regional, and state levels of 1994 Mississippi science fair competitions were compared for the following variables: project cost, status of participation (voluntary or required and graded or ungraded), computer and/or word processor utilization, location of computer and/or word processor used, utilization of outside help, and parental educational level and occupation. A stratified random sampling technique was utilized to select subjects (N=372). Data were collected via a questionnaire developed specifically for the study and sent to parents of the sample contestants. Quantitative analysis of the data indicate that all students do not have an equitable chance of winning in science fair competitions. At all levels, students using a computer and/or word processor for project preparation have a better chance of winning and having this equipment in the home is advantageous. At the state level, students receiving outside help are more likely to win. At the regional levels, contestants participating voluntarily, having higher project costs, and college educated parents employed in professional occupations have a better chance of winning. Contains 11 references. (Author/JRH)

ED 392 645 SE 057 987

Erduran, Sibel
Science or Pseudoscience: Does Science Education Demarcate? The Case of Chemistry and Alchemy in Teaching.
PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Elementary Secondary Education; Misconceptions; *Philosophy; *Science Education; *Science History; Scientific Concepts

Themes from history and philosophy of chemistry have traditionally been absent in chemistry education. This paper targets the problem of demarcationism within the context of chemistry and alchemy. In so doing, it argues that demarcationism can be an appropriate base for bringing the

ED 392 667 SO 025 534

Birzea, Cesar
Educational Reform and Educational Research in Central-Eastern Europe: The Case of Romania.
PUB DATE- 95
NOTE- 24p.; Paper presented at the IBE International Meeting on "Educational Reform and Educational Research" (Tokyo, Japan, September 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Comparative Education; Developing Nations; Development; Economic Development; *Educational Change; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *International Studies; *Totalitarianism
IDENTIFIERS- *Romania

This report describes difficulties in educational reform faced by countries in transition, those post-communist countries from Eastern and Central Europe that have been changing their social, economic, and political systems since 1989. Romania is the case study used for this example and is viewed in terms of four stages: (1) deconstruction, an ideological breaking away from the old regimes and institutions; (2) consolidation with the definition of the new legislative framework established; (3) restructuring with economic reforms due to pressure from the International Monetary Fund and the World Bank; and (4) counter-reform with residual communism still very active. The report identified three specific problems in the struggle for power in Romania that affect even education: (1) stability/breaking off and continuity/change dilemmas; (2) role of ideology in evolving the educational policies; and (3) the relationship between experts and the decision-making process. The experience of the five years of transition shows that communism cannot disappear as suddenly as it was established. Contains 22 references. (EH)

ED 392 668 SO 025 539

Leder, Priscilla, Comp.; And Others
Essays from the Edge: Citizenship and the Outsider in Literature and History.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Authors; Books; Citizen Role; *Citizenship; Citizenship Responsibility; Classical Literature; *Community Attitudes; English Literature; Essays; Foreign Countries; Foreign Nationals; *History; Humanities; Immigration; *Literature; Political Attitudes; *Renaissance Literature; Social Responsibility
IDENTIFIERS- *Greece

This book of essays and poetry by participants in a National Endowment for the Humanities summer seminar explores the portrayal in arts and literature of the "outsider" or "alien" who is cut off from country and citizenship, either by choice or circumstance. The book is divided into seven categories. Part 1, "Preliminary," contains: (1) "Citizenship on the

ED 392 690 SO 025 823

Shimahara, Nobuo K.; Sakai, Akira
Learning To Teach in Two Cultures: Japan and the United States. Reference Books in International Education, Vol. 27. Garland Reference Library of Social Science, Vol. 870).
PUB DATE- 95
NOTE- 259p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Comparative Education; *Cross Cultural Studies; Cultural Differences; Cultural Traits; Educational Anthropology; *Ethnography; Foreign Countries; Higher Education; International Education; Preservice Teacher Education; *Teacher Education; Teacher Education Programs
IDENTIFIERS- *Japan

This book reports on the 3-year ethnographic study of seven beginning elementary teachers in Toyko and four beginning elementary teachers in the United States during 1989-1991. The volume offers insights into the professional similarities and cultural differences that affect the teacher induction process in these two very dissimilar nations. The final chapter offers a synopsis of the findings and places them within a global educational context, including a comparative analysis of school systems. Chapters are: (1) "Introduction"; (2) "How American Teachers Learn to Teach"; (3) "Expectations and Classroom Control: The Case of American Teachers"; (4) "Development of Teaching Strategies and Perspectives"; (5) "How Japanese Teachers Learn to Teach"; (6) "Japanese Pedagogy and Teachers' Expectation of Students"; (7) "Occupational Socialization of Beginning Teachers in Japan"; and (8) "Learning to Teach in the United States: Contrasts and Conclusions." (EH)

ED 392 691 SO 025 839

Nowicki, Joseph John; Meehan, Kerry F.
The Collaborative Social Studies Classroom: A Resource for Teachers, Grades 7-12.
PUB DATE- 96
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; Cooperation; *Cooperative Learning; Discovery Learning; *Educational Change; *Educational Innovation; Experiential Learning; Group Activities; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; Secondary Education; *Social Studies; Student Participation

This book begins with a short overview describing the four basic strategies in a research and theoretical base. The second chapter focuses on the three components of learning seen as universal to all lessons. These elements, "factual knowledge", "skill development", and "conceptual knowledge", remain in focus throughout the rest of the book. The second chapter also introduces the four families of specific strategies presented in greater detail in the following chapters. Chapter 2, in addition, offers the rationale for designing, building, and evaluating cooperative lessons. Activities are designed for classrooms that are not grouped by gender, socioeconomic, or

ED 392 714   SO 026 015

Barbuto, Domenica M.; Kreisel, Martha
Guide to Civil War Books: An Annotated Selection of Modern Works on the War between the States.
PUB DATE- 96
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; *Civil War (United States); Higher Education; Indexes; *Reconstruction Era; Reference Materials; Secondary Education; *United States History; War

This guide to Civil War books provides help in locating information about a specific person, battle, or campaign, as well as social or political conditions during the Civil War period. Teachers and librarians will find it useful when developing assignments or guiding students to sources for their research. This resource guide brings together books of general interest about the Civil War published during the past 20 years. The selected works address all issues of the war, including causes of the conflict, secession, battles and campaigns, race and slavery, biographies and personal narratives, and Reconstruction. The guide is arranged by subject; within each subject category the materials are arranged alphabetically. Each entry is numbered and includes a brief annotation. In addition to relating the scope of the book, where appropriate, the annotation provides information about special features, such as maps or tables, and about supplementary material in appendices. There are three indexes: author-editor, subject, and title. (EH)

ED 392 715   SO 026 023

Moreno, Veronica; Persad, Judy Vashti
Community Development with Immigrant Women. A Resource Kit for Community Education and Organizing.
PUB DATE- 90
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Development; *Community Education; Course Content; Cross Cultural Studies; Females; Foreign Countries; *Immigration; *Multicultural Education; Racial Discrimination; *Sex Bias; *Social Discrimination; Womens Studies
IDENTIFIERS- *Canada

The primary objective of the kit is to present a model to assist Canadian community workers in developing a workshop or a course on community development working with or intending to work with immigrant women. The booklet provides a guide through the stages of needs assessment, outreach, selection of participants, program design, implementation, and evaluation. In using this model, a facilitator can follow the stages from designing a course to course delivery and can reconstruct the process from planning through implementation. "Anti-racism" is an integral component of any course or workshop that examines the life experiences and situation of immigrant women in Canada. One full unit focuses on racism, sexism, and

ED 392 739 SP 036 446

Lordahl, Jo Ann
Reflections for Busy Educators: 180 Affirmations To Help You through the School Year.
PUB DATE- 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; *Self Concept; *Self Motivation; *Teacher Motivation; Teaching (Occupation)
IDENTIFIERS- *Daily Living Literature

This publication of 180 affirmations offers teachers encouragement and strength for the beginning of each school day as well as help in the search for personal growth. A daily quote is provided, along with an affirmation based on the theme of the quote. The quotes are drawn from a wide variety of sources in philosophy and religion, ethics and values, literature, foundations of education, and theory and practice of teaching. Themes addressed include: dealing with change, conflict, reaching one's potential, and helping others. A reading list of 17 particularly helpful books is included. (Contains 118 references.) (ND)

ED 392 740 SP 036 452

Essig, Stephen R.
Long Term Effects Study: Participants of the Science in Rural California Teacher Enhancement Project.
PUB DATE- May 95
NOTE- 254p.; M.A. Thesis, Simpson College.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Science; *Faculty Development; Higher Education; Inservice Teacher Education; *Rural Schools; *Science Education; *Science Teachers; *Teacher Attitudes; *Teacher Improvement; Teaching Methods; Teaching Skills
IDENTIFIERS- *California (Northeast)

This document provides a research study of a 10-year elementary school teacher science staff development project, "The Science in Rural California Teacher Enhancement Project." The study investigated the long term effects on teacher participants 3 to 5 years after project contact: beliefs about science, confidence levels about teaching science, teaching practices, and professional practices. Subjects included approximately 150 elementary school teachers from the 9 northeastern counties of California who attended Science in Rural California during years 1989-92, about 50 each year. The study group was 76 percent female, and averaged 35-40 years of age and 14 years of teaching. Long term effects of the study group were compared against 79 incoming participants to the same project during 1994-95. Both quantitative and qualitative methods were used (questionnaire, interview, journal samples). The study found little difference in beliefs about science between the long term effects (study) group and the control group. However,

ED 392 757 SP 036 495

Assessment and Accountability: Report from the Prichard Committee for Academic Excellence, Task Force on Improving Kentucky Schools.
PUB DATE- Oct 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; *Educational Assessment; *Educational Improvement; Educational Quality; Educational Research; Educational Testing; Elementary Secondary Education; Incentives; Public Schools; *State Standards; *Statewide Planning; Test Construction; Testing; Test Results
IDENTIFIERS- Alternative Assessment; *Kentucky; *Kentucky State Department of Education

As part of a Kentucky effort to improve public education and to increase taxpayer confidence in expanded educational funding, a citizen committee examined and made recommendations on approaches to school accountability and assessment, particularly student testing in the Kentucky Instructional Results Information System (KIRIS). The recommendations were: (1) to accelerate the creation of information that clarifies academic standards, guides the creation of questions in KIRIS, and helps teachers understand the academic content and skills that they are expected to teach; (2) to allow neither the legislature nor the Kentucky Department of Education to lower academic standards; (3) to have the Kentucky Department of Education incorporate the advances of relevant recent research into KIRIS; (4) to have the Kentucky Department of Education research and develop alternative methods and measures to supplement KIRIS with alternative recognitions of school performance as part of its regular planning process; (5) to constantly scrutinize and adjust the types and nature of school rewards and sanctions; (6) to have the Kentucky Department of Education, with public involvement, find ways to provide incentives for students and educators; (7) to find ways to make test reports useful to parents; and (8) to create an Assessment Forum to help the citizen committee review KIRIS periodically and suggest ways to continuously improve the measurement and attainment of high academic standards. (JB)

ED 392 758 SP 036 496

Teacher Education: Report from the Prichard Committee for Academic Excellence, Task Force on Improving Kentucky Schools.
PUB DATE- Oct 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Involvement; Educational Change; Elementary Secondary Education; Higher Education; Position Papers; *Preservice Teacher Education; State Departments of Education; *State Standards; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990

The Prichard Committee, a citizens volunteer organization in Kentucky, has studied the current state of teacher education in Kentucky and presents its final recommendations. Teacher education reform has been slow in Kentucky due to its low

ED 392 776 SP 036 522

Smith, Stephen P.; Featherstone, Helen
"He Knows There's Six 100s in 26?" An Investigation into What It Means To "Do Mathematics" in a Teacher Group. NCRTL Craft Paper 95-3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Elementary School Mathematics; Elementary School Students; *Elementary School Teachers; Grade 4; *Group Discussion; Intermediate Grades; Interpersonal Communication; *Mathematical Concepts; *Mathematics Instruction; Multiplication; *Thinking Skills
IDENTIFIERS- *Teacher Researchers

The focus in this report is the concept of what it means to "do mathematics" in the context of a group working committee of teachers and researchers committed to reforming mathematics teaching. During a regular meeting of this group of teachers and researchers, the participants explored the mathematical reasoning embedded in one fourth-grade student's unusual solution to a routine multiplication problem. The analysis prompted a framework for considering in a teacher's group what it means to do mathematics. It is argued that these participants conducted three types of investigation into the reasoning used by the student: psychological, pedagogical, and propositional. By focusing their exploration within the student's sense-making, the members situated their learning of the practice of mathematics teaching and of the subject matter of mathematics within their own practice of teaching. It is suggested that "doing mathematics" for teachers requires more than just additional college mathematics courses; doing mathematics also requires learning how to make sense of someone's reasoning, however strange it may seem at first glance. This can only be learned by actually "doing mathematics" in a classroom setting and discussing the process with others. (Contains 18 references.) (NAV)

ED 392 777 SP 036 523

The Student Monograph. Original Articles by Student Gammans, 1995 Edition. The Eta Sigma Gamma Monograph Series, Volume 13, Number 1.
SPONS. AGENCY- Eta Sigma Gamma, Muncie, Ind.
PUB DATE- Jul 95
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - General (020)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Blacks; Cancer; Careers; Cultural Influences; Data Collection; Elementary Secondary Education; Females; Graduate Students; *Health Education; *Health Occupations; Higher Education; Mexican Americans; *Public Health; Reliability; School Policy; Sex Education; Student Publications; *Student Research; Undergraduate Students
IDENTIFIERS- Eta Sigma Gamma; *Health Sciences

ED 392 792 SP 036 553

Anderson, Linda M.; Holt-Reynolds, Diane
Prospective Teachers' Beliefs and Teacher Education Pedagogy: Research Based on a Teacher Educator's Practical Theory.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Beliefs; Case Studies; Higher Education; Learning Processes; Methods Courses; Outcomes of Education; Preservice Teacher Education; *Prior Learning; Reflective Teaching; Research Needs; Secondary Education; Student Educational Objectives; Student Experience; *Student Teacher Attitudes; Student Teachers; Teacher Attitudes; Teacher Background; Teacher Educators; *Teaching Methods; *Theory Practice Relationship

A content area literacy course is examined to assess how teacher educators might respond to prospective teachers' beliefs in light of the particular goals of a particular course or teacher education experience. Content Area Literacy is a methods course that emphasizes teaching strategies and the rationales underlying them. It is examined to reveal how to teach content to prospective teachers in light of their entering beliefs about learning and teaching that could affect their learning from the course. Analysis of three actual student cases in such a course lends support to the practical theory that students, for whom the teacher's assumptions were accurate, did learn from the course in the ways that the theory predicted. In general, findings suggest the need for and the benefits that would come from the integration of teaching and research. (Contains 14 references.) (NAV)

ED 392 793 SP 036 554

Featherstone, Helen; And Others
The Scary Part Is That It Happens without Us Knowing. NCRTL Craft Paper 95-6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collegiality; Constructivism (Learning); Educational Change; Elementary Education; Higher Education; *Journal Writing; Learning Theories; Preservice Teacher Education; *School Culture; Student Journals; *Student Teacher Attitudes; Student Teachers; *Student Teaching; *Teaching Experience; Theory Practice Relationship; Urban Schools

This paper describes the difficulties that two prospective teachers experienced in student teaching assignments in two city schools; both judged outstanding by the faculty from where they were about to graduate. It examines the ways in which these experiences eroded the student teachers' convictions that they could teach all children in ways that emphasized student construction of meaning. Examination of their journals and reflective writing showed how the many demands of classroom

ED 392 812 TM 024 449

Webb, Noreen M.; And Others
Using Group Collaboration as a Window into Students' Cognitive Processes.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 30p.; Based on a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Processes; *Comprehension; *Cooperation; Educational Assessment; Evaluation Methods; Grade 7; Grade 8; *Group Discussion; Interaction; Junior High Schools; *Junior High School Students; Performance Factors; Research Methodology; Student Evaluation; Test Results; *Verbal Communication; Videotape Recordings

This study was part of a larger study investigating the influence of group collaboration during a group assessment on performance of the group and subsequent widespread performances. This study compared the verbal interactions of students while they completed a science assessment in small collaborative groups with their performance on the same test administered individually. What their verbalizations revealed about their cognitive processes and how verbalizations corroborated their performance scores and helped clarify their responses were analyzed. From a sample of 662 seventh and eighth graders, a subsample of 6 students from each class (mainly eighth graders), for a total of 126 students, was selected. Group discussions during the assessment were videotaped and later coded for analysis. Results indicated that analyzing verbal interactions might be a useful source of information about students' thinking to supplement individual test results. More than half of the students gave evidence of their degree of comprehension during group discussion, and a substantial portion gave different information in their verbal interaction than they gave on the individual test. The less information they gave on the test, the more useful the verbal interaction was in revealing their understanding. An appendix gives sample questions from the hands-on test. (Contains 5 tables and 21 references.) (SLD)

ED 392 813 TM 024 451

Wainer, Howard; And Others
Some Empirical Guidelines for Building Testlets. Program Statistics Research Technical Report No. 91-14.
PUB DATE- Oct 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Computer Simulation; *Item Banks; Test Construction; Test Format; Test Items; Test Length; *Test Validity
IDENTIFIERS- *Testlets

IDENTIFIERS- *Diversity (Student); *Mississippi State University
This study reassessed the series of four intensive summer institutes conducted at Mississippi State University on instructional strategies for culturally diverse students to determine the extent to which institute participants implemented these strategies in their respective schools or districts. The Strategies for Instructing Culturally Diverse Students (SICDS) Institute grew out of concerns about the quality of education available to African American students. The SICDS Institute was designed to enhance the awareness level of educators of the need to work more effectively with students from culturally diverse backgrounds. The study surveyed the 73 educators who had participated in the institutes over the summers of 1989 through 1992. Thirty-nine of these returned surveys. Preliminary results indicated that those responding to the survey had implemented these strategies to a great extent. Though it was difficult to conclude that the results reported were primarily a function of SICDS attendance, the Institute directors believed that the institute contributed to the result. SICDS directors were also influenced in these beliefs by the very positive evaluations of the institute given by survey respondents. An appendix contains survey data and sample survey responses. (Contains 13 references.) (JB)

ED 392 358 HE 028 958

Faghihi, Foroozandeh; Rakow, Ernest A.
The Relationship of Instructional Methods with Student Responses to the Survey of Attitudes Toward Statistics.
PUB DATE- Nov 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (24th, Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; Graduate Students; Higher Education; *Independent Study; Individualized Instruction; Lecture Method; Nontraditional Students; Pacing; Sex Differences; *Statistics; *Student Attitudes; *Teaching Methods
IDENTIFIERS- Personalized System of Instruction; *University of Memphis TN
This study, conducted at the University of Memphis (Tennessee), compared the effects of a self-paced method of instruction on the attitudes and perceptions of students enrolled in an undergraduate statistics course with those of a comparable group of students taking statistics in a traditional lecture setting. The non-traditional course used a modified version of the Personalized System of Instruction. Students learned the material at different rates using the standard of unit perfection before advancing, retesting as necessary, and criterion-referenced testing. Many of those enrolling in the course were non-traditional students and female. The study surveyed 105 graduate and undergraduate students and of these, 18 were in the self-paced course and the others were in the traditional introductory course. The "Survey of Attitudes Toward Statistics" was used to assess students' attitudes before and after course completion. A comparison of post-test attitude scores found no significant difference in attitude between students enrolled in the self-paced statistics course and those in the traditional course. A test of attitude differences between males and females also found no significant

to improve student learning. Some topics addressed include qualitative changes in learning and teaching through records of student achievement, the use of Records of Professional Development, portfolios, critical theory and practice, hierarchical teams, innovative assessment, experimental learning, assessment in art and design, and evaluating the educational effectiveness of computer-based learning. Part 3 contains 10 papers on using evaluation to improve student learning on topics such as meeting students' perceived needs and preferences, student experience questionnaires, learning styles, student participation in course development, student project work, collaborative action research, and student locus of control. Part 4 contains 17 papers on improving thinking and learning skills covering such topics as identifying and advising students with deficient study skills, motivating students, learning environments, the thesis process, changing student approaches to study, developing critical understanding, vocational preparation, enhancing lecturer involvement in student learning skill development, foreign language learning, team training, and student learning as situated action. Most papers contain extensive references. (JB)

ED 392 376 HE 028 976

Responding to Violence and Abuse: Educating Minnesota Professionals for the Future. A Report of the Statewide Task Forces.
PUB DATE- Oct 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Allied Health Occupations; Blue Ribbon Commissions; *Crime; Crime Prevention; Criminals; Emotional Abuse; Higher Education; Human Services; *Law Enforcement; Legal Education (Professions); Licensing Examinations (Professions); *Professional Education; *Sexual Abuse; Standards; State Legislation; *Statewide Planning; Teaching (Occupation); Verbal Abuse; Victims of Crime; *Violence
IDENTIFIERS- *Minnesota

In response to a 1993 Minnesota crime bill, four task forces reviewed violence education in professional higher education programs and made recommendations for legislation and law enforcement. The four task forces--in Law, Health Services, Human Services, and Education--made several critical recommendations that applied across professions: interdisciplinary violence education should be taught by knowledgeable faculty for all students in professional education programs; victims and offenders should participate as speakers, panelists, and community resources; protocols should be developed in all professions for dealing with violent or abusive members; cultural competency should be stressed for students and practitioners; pre-admission standards should screen students at risk for violent or abusive behavior; and opportunities for service learning should be provided all students. Among the 10 recommendations for legislation and 6 recommendations for law enforcement were the following: appropriate certification boards should create a specialization in law relative to crimes of violence; law enforcement schools should create experiential learning opportunities in areas related to violence and abuse; and the Peace Officer Standards and Training Board should define "conduct unbecoming an officer" to include patterns of physical, sexual, or emotional

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Uses in Education; Distance Education; *Educational Administration; Educational Finance; *Educational Technology; *Elementary Secondary Education; Family Involvement; Microcomputers; Ownership; Public Schools; *Trend Analysis

IDENTIFIERS- Connectivity; Home Computers

This report is the third annual edition of a syndicated study which focuses on developing an understanding of the major issues and events which give shape to computing and information technology across K-12 education in the United States. This report builds on trendline data from the 1992-93 and 1993-94 studies. The survey results presented in this report are based on the responses of school districts representing about 10.5% of the entire U.S. K-12 public school enrollment. Three topical sections comprise this report: management, installed base, and technology's impact on instruction. The first section focuses on site-based management and ability to purchase information technology, as well as funding sources for information technology. The second section describes instruction and administration installed bases of personal computers; installed base changes since 1994; the proportion of districts with "mostly" one genre of computer; and perspectives of CD-ROM drive growth. In terms of technology's impact on instruction, the third section discusses personal computer locations and connectivity; technology integration into the curriculum; student-to-personal computer ratios; ownership of personal computers; home use of instructional software; district plans to integrate home software into the curriculum; family involvement; and distance learning. Seventeen charts present information related to the three major topics. (AEF)

ED 392 392 IR 017 627

Schwier, Richard A.; Misanchuk, Earl R.

Designing Multimedia for the Hypertext Markup Language.

PUB DATE- Feb 96

NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Indianapolis, IN, February 12-16, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Graphics; Computer Interfaces; *Design Preferences; *Electronic Publishing; Foreign Countries; *Hypermedia; Internet; Multimedia Materials; Nonprint Media; Screen Design (Computers)

IDENTIFIERS- Clip Art; Design Experiments; Design Research; Digital Imagery; HTML; Navigation (Information Systems); Visual Displays; *World Wide Web

Dynamic discussions have begun to emerge concerning style of presentation on world wide web sites. Some hypertext markup language (HTML) designers seek an intimate and chatty ambience, while others want to project a more professional image. Evaluators see many sites as overdecorated and indecipherable. This paper offers suggestions on selecting projects and design types appropriate to HTML and also on maximizing clarity and navigability while creating hyperlinks and displaying text. The incorporation of images, and even short movies, is becoming

Data Analysis; *Educational Technology; Elementary Secondary Education; Individualized Instruction; *Instructional Effectiveness; Needs Assessment
IDENTIFIERS- Connectivity; *Technology Implementation; Technology Plans

This report summarizes one of a series of workshops organized by RAND's Critical Technologies Institute (CTI), on behalf of the U.S. Department of Education, to learn from those already implementing new technologies in schools. This particular session explores the educational software market from the demand side and focuses on issues of cost effectiveness and evaluation. Five case studies of school-wide technology implementation and its benefits are presented, along with a chart comparing the costs incurred by the five schools to each other and to the national average. Synopses are provided for four presentations sampling the instructional effectiveness of educational software. The summary addresses issues of implementation such as teacher preparation, financing, rearranging the school day to allow computer time, focusing the technology into courseware and individualized instruction, and monitoring student progress. Participants also advise on prioritizing for successful technology plans and for choosing instruments with which to evaluate software tools. Appendices offer a workshop schedule and a list of participants. (BEW)

ED 392 410 IR 017 701

Hackbarth, Steven
The Educational Technology Handbook: A Comprehensive Guide. Process and Products for Learning.
PUB DATE- 96
NOTE- 351p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiotape Recordings; *Computer Assisted Instruction; Computer Graphics; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Guidelines; *Instructional Development; Integrated Learning Systems; *Teaching Methods; Television; Videotape Recordings

The purpose of this book is to assist pre-service and in-service K-12 teachers in selecting instructional strategies and media that will ensure that students achieve desired learning objectives and to illustrate how teachers can develop more effective curriculums by engaging in applied research. The first five chapters comprise Part 1, an overview of educational technology as a systematic process. Chapter 1 explores the roots of educational technology in communications and engineering, its response to the challenge of constructivism, and its potential for the future. Chapters 2 and 3 provide explicit guidelines for the systematic development of instructional programs and for the systematic conduct of instruction. Chapter 4 presents models of large-scale instructional program development. In Chapter 5, school-wide integrated learning systems are described and evaluated. Chapters 6 to 11 in Part 2 survey and evaluate products of educational technology commonly used in schools, including still pictures, graphics, sound recordings, radio, film, television, video recording, and computer based learning. Chapter 12 focuses on interactive learning environments and Chapter 13 describes journeys along the information superhighway. Part 3 consists of a closing discussion, an

Higher Education; Intermediate Grades; Language Arts; Newsletters; *Preservice Teacher Education; Reading Skills; Slides; Student Developed Materials; Student Projects
IDENTIFIERS- Louisiana State University; *Shared Book Experience; *Technology Utilization

Faculty and administrators at the College of Education at Louisiana State University recognized the need to incorporate technology into all of their programs. Project KITES (Kids Interacting with Technology and Education Students) was developed to give students just beginning their professional education component real experiences with children using technology. Twenty-eight preservice teachers (3 males and 25 females) were paired with 27 fourth-grade students (12 males and 15 females) in a variety of technology-based learning projects. The majority of the preservice teachers had previous computer experience and were somewhat comfortable with computers; most of the fourth grade students were comfortable with computers. The project focused on language and reading skills using technology to support shared-literary experiences and included three activities: (1) a slide show book report using "Kid Pix 2"; (2) a newsletter using "The Writing Center" and the QuickTake camera to digitize pictures into their projects; and (3) a multimedia presentation. Project KITES showed that through immersion in learning environments that include technology, preservice teachers will learn to use technology in their teaching and view technology as a normal part of any classroom. In addition, they will be exposed to good models of teaching using technology and develop their own styles based on these models. Project KITES also provided real experiences to the education students early in their professional preparation. (AEF)

ED 392 431 IR 017 722

Von Holzen, Roger
Electronic Student Journals: A Means To Enhance Classroom Communications.
PUB DATE- 95
NOTE- 7p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *College Freshmen; Computer Literacy; *Computer Mediated Communication; Computer Uses in Education; *Electronic Mail; Higher Education; Introductory Courses; *Journal Writing; Student Attitudes; *Student Journals; Student Reaction; Universities

This study, conducted at a mid-western regional state university, examined the capacity of e-mail to provide a more flexible medium for transmitting student journals to the teacher. The investigation took place over a 16-week semester in a required freshman level computer literacy course. Students were divided into three groups: (1) the control group, in which student/teacher communication was limited to the traditional class time and office hours; (2) treatment group one, in which students were required to submit to the teacher via e-mail weekly journals; and (3) treatment group two, in which students used a spiral notebook to write and submit weekly journal entries. A pretest/posttest design was used to determine the changes in students' computer-related attitudes and knowledge. Results indicated that though the subjects that used e-mail submitted fewer journal entries (often due to technical such as networking with colleagues and conducting and participating in collaborative education projects through e-mail, mailing lists, and newsgroups. Section three explains how Internet resources such as documents, libraries, and databases can be accessed, searched, and browsed through Telenet and Gopher. This section also covers the processes of downloading files to your computer via FTP (file transfer protocol) and exploring the world wide web. Each chapter in sections 2 and 3 is divided by main headings: "What Is It?"; "How Do I Use It?"; "What Now?"; "Key Resources"; "Hints"; "Did You Know?"; and Example(s)." (AEF)

ED 392 450 IR 055 832

Fisher, Biddy
Mentoring. Library Training Guides Series.
PUB DATE- 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Employee Attitudes; *Employer Employee Relationship; Foreign Countries; *Interprofessional Relationship; *Libraries; *Mentors; Organizational Development; *Professional Development; Vocational Adjustment; Work Environment
IDENTIFIERS- Organizational Culture; *Protege Mentor Relationship

This guide from Library Association Publishing has been designed to assist those wishing to review mentoring for its application to a particular workplace, the library. Often making use of a question and answer format, it discusses the roles of both the mentor and the protege, including potential benefits for each party and behaviors each party should avoid. Essential qualities of a good mentor are outlined. The guide covers formalized mentoring schemes but also acknowledges situations in which informal mentoring or a variation on a formalized scheme might work better. Three chapters feature real-life case studies. Appendices include a bibliography with 62 references, a list of contact people at 11 organizations which use mentoring programs, details about which schemes those organizations chose to implement, and a glossary of 17 terms. (BEW)

ED 392 451 IR 055 833

Haag, Stephen; Keen, Peter
Information Technology: Tomorrow's Advantage Today.
PUB DATE- 96
NOTE- 332p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Business Administration; *Class Activities; Computer Interfaces; Computer Peripherals; *Computers; Computer Software; Global Approach; *Information Management; Information Networks; Information Storage; *Information Technology; Office Automation; Telecommunications; *Textbooks
IDENTIFIERS- Connectivity; Role of Technology

This textbook is designed for a one-semester introductory course

Telecommunications; *Telecourses; Two Year Colleges
IDENTIFIERS- *California

Distance education (DE) is no longer an option that institutions of higher education might consider, but has become a reality that must be intelligently constructed and managed with dwindling resources. In California, DE has been recommended as a solution to deal with the state's postsecondary financial crisis. As the University of California and California State University systems are forced to turn away more students, unenrolled students will end up at the state's community colleges and many will be served by DE programs. As of 1994, the California Community Colleges enrolled 93,000 students annually in DE courses, accounting for 7% of their total enrollment. Eventually, as the numbers of students increase, undergraduate DE at universities may eventually be required as well. Unfortunately, the proposed programs in California are money- and job-saving efforts designed to accommodate institutional needs and do not address student needs, such as interaction with other students on campus. To reduce potential student problems while implementing DE programs, the following recommendations should be considered: (1) DE should target upper-division students wherever possible since research has found that involvement in the first year of college is extremely important for students; (2) participating in a DE program should require a minimum grade point average; (3) the entire course should not be taught via DE; and (4) an administrator who is aware of research and technology should oversee the implementation of DE programs. (TGI)

ED 392 471 JC 960 105

Farmer, Edgar I.
A Delphi Study of Tech Prep Initiatives in Higher Education: Research Priorities in Teacher Education.
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Annual Graduate Student Seminar of the Council of Universities and Colleges (Minneapolis, MN, April 22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Education); Delphi Technique; Educational Research; Higher Education; High Schools; National Surveys; *Needs Assessment; *Research Needs; *Teacher Education Curriculum; *Teacher Education Programs; *Technical Education; Technical Occupations; *Tech Prep; Two Year Colleges

In an effort to identify, categorize, and prioritize the research needs facing Tech Prep Teacher Education over the next 10 years, a study was conducted of a selected sample of nationally recognized experts in Tech Prep. A three-round Delphi survey approach was used to generate responses and achieve consensus among the experts. The first questionnaire, designed to generate or identify research needs for Tech Prep Teacher Education, was completed by 33 experts. Responses to this survey were coded and categorized, resulting in 98 identified research needs and priorities in the following focus areas: marketing strategies, partnerships and linkages with business, staff development and professional training, curriculum criteria and performance standards, and evaluation methodologies and program assessment. For the second questionnaire, 30 of the original respondents rated the research needs and ranked the 10 categories in order of

Software Reviews; *Computer Uses in Education; Educational Media; *Educational Technology; High Risk Students; *Partnerships in Education; Reading Instruction; Two Year Colleges; Two Year College Students

IDENTIFIERS- IBM Corporation; Miami Dade Community College FL; *Project SYNERGY

With funds from the International Business Machines (IBM) Corporation, Project SYNERGY was launched in January 1990 to address the problem of students deficient in basic skills entering colleges. Project SYNERGY I focused on reviewing and compiling a list of useful instructional software for basic skills remediation; Project SYNERGY II focused on software implementation; and Project SYNERGY III developed an integrated, adaptive, computerized management system. Twenty-two institutions in the United States and Canada, led by Miami-Dade Community College (MDCC), participated in reviewing and implementing computer software for community college students. The first section of this fourth year progress report summarizes the software review and development process as of April 1, 1995, indicating that 663 reviews of 364 different software packages had been conducted. Part 2 presents observations, syntheses, and case studies concerning software implementation in Project SYNERGY over the last 5 years, while part 3 describes the Project SYNERGY Integrator (PSI), an adaptive management system for software used in the project. Part 4 discusses a 7-year project begun in August 1994 to implement the SYNERGY model in Florida's community colleges, describing the goals and implementation plan. Finally, part 5 describes the need to provide universal access to instruction, specifically for students with disabilities. Appendixes include a cumulative directory of project participants, a list of software attributes and learning objectives, a list of software publishers and reviewed software packages, applications software descriptions, a job description for a software implementation director, a World Wide Web address. (TGI)

ED 392 489   JC 960 153

Beckstrom, Edward S.; Ungari, June

Critical Connection: Collegesite/Worksite Learning. High Level Program Integration at McHenry County College.

PUB DATE- 2 Feb 96

NOTE- 10p.; Materials from a presentation made at "Workforce 2000," the Annual Conference on Workforce Training of the League for Innovation in the Community College (4th, Orlando, FL, January 31 - February 3, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Planning; Community Colleges; Cooperative Planning; *Curriculum Development; Education Work Relationship; *Labor Force Development; School Business Relationship; *Teamwork; Two Year Colleges; *Work Experience Programs

IDENTIFIERS- *McHenry County College IL

In January 1995, Illinois' McHenry County College began development of an occupational initiative to prepare individuals for functioning in the "high performance workplace" of today's technological and informational society. The initiative, "Academy for High Performance," was designed to integrate general education with an occupational curriculum and offer a significant work-based experience component. A team was formed of faculty from six divisions, a counselor, and employer

Two Year Colleges
IDENTIFIERS- *Colorado Community College Occupational Ed System
In response to core indicators of effectiveness developed by the American Association of Community Colleges (AACC), the Colorado Community College and Occupational Education System (CCCOES) initiated a system-wide project to develop core indicators specific to the state's colleges. The project was intended to reflect the immediate needs for the public and the legislature to understand the performance of the CCCOES in many key areas. Based on the AACC indicators and meetings with college presidents, vice presidents, deans, and research directors, the CCCOES developed the following core indicators: (1) student goal attainment; (2) a global measure of persistence, completion, and transfer; (3) specific persistence rates; (4) degree and certificate completion; (5) transfer; (6) a transfer rate for each college; (7) graduate employment in the workforce; (8) success in subsequent, related coursework for basic skills students; (9) participation rate in service area for credit programs; (10) employer assessment of students; (11) demonstration of critical literacy skills; (12) demonstration of citizenship skills; (13) client assessment of programs and services; and (14) responsiveness to community needs. The CCOES was given the responsibility for developing the first nine indicators, while the final five are the responsibility of individual colleges. Systemwide data on outcomes as of fall 1994 for the first nine indicators are included. (TGI)

ED 392 506 JC 960 171

Britt, Alice Mae
21st Century Partnerships: Community Colleges and Employment and Training Nonprofits.
PUB DATE- 2 Feb 96
NOTE- 11p.; Paper presented at "Workforce 2000," the Annual Conference on Workforce Training of the League for Innovation in the Community College (4th, Orlando, FL, January 31-February 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Educational Finance; Education Work Relationship; Institutional Cooperation; *Labor Force Development; Nonprofit Organizations; *Partnerships in Education; *School Business Relationship; School Community Relationship; *Technical Assistance; Two Year Colleges; Vocational Education
IDENTIFIERS- *Eastfield College TX; *SER Jobs for Progress
In May 1995, Eastfield College, in Dallas, Texas, signed a formal affiliation with Service, Employment, and Redevelopment (SER)-Jobs for Progress, Inc., a Hispanic-oriented non-profit corporation dedicated to developing employment and training efforts. The agreement stipulates that SER will provide or manage the provision of training and technical assistance to Eastfield College. The partnership will work to procure funding to develop programs for implementation at the college and assist the college in establishing an Amigos de SER program. Current achievements as a result of the partnership include the following: (1) the Collegiate Alliance Agreement with the University of Puerto Rico Regional College to provide opportunities for cross-cultural student education, faculty and staff development, and non-credit and contract training; (2) the Eastfield College Community Leadership Council, established

Responsibility Scale; Singapore

A study of the relationship between student perceptions and learning behaviors attempted to answer the questions: (1) What are the perceptions of academic responsibility of the students? (2) How different are their perceptions when school, class, level of performance, and gender are different? and (3) To what extent is their perception of responsibility related to their learning outcome? Subjects, 291 male and female adolescent students from five schools in Singapore, completed the Intellectual Achievement Responsibility (IAR) Scale. Results indicated that the students have a sense of responsibility and are more likely to accept blame for failure than personal credit for success. This response is stronger among high achievers and top classes than for lower achievers and classes, and also stronger among girls than boys. No correlation was found between students' responses to successful or positive events and performance, but there was a high correlation between their responses to negative events and performance. This outcome suggests that those who accept greater blame for failure are motivated to work harder to achieve. Contains 10 references. (DMG)

ED 392 524 PS 023 918

Landsverk, Ruth Anne
Families, Communities, Schools. Learning Together, Fall 1995.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Family School Relationship; Parenting Skills; *Parent Participation; Parent Responsibility; Parent Role; Parents as Teachers; *Parent School Relationship; Parent Student Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Partnerships in Education; Volunteers
IDENTIFIERS- Goals 2000; National Education Goals 1990; Wisconsin

The Families in Education Program of the Wisconsin Department of Public Instruction has existed since 1987 to increase awareness of the need for schools to involve parents as true partners in the education of children. This parents' guide true partners in the education of children. This parent's guide presents ways that parents and families of both younger children and high school students can become involved in their children's academic success. The guide includes articles on parents' roles as participating partners in their child's school and education. Articles in the guide suggest that schools set up "parent/family centers" to make schools more parent-friendly, and consider two-way communication opportunities between parents and teachers, including PTA's or PTO's and parent-teacher conferences. Other articles in the guide explore how to build parenting and family skills through parent-child activities, ways to strengthen connections between families and the community, ideas for family volunteer efforts at school and in community service, and questions for Parent Teacher Conferences. A summary of the National Education Goals for the year 2000 is included. (CJ)

ED 392 525 PS 023 924

More and more, schools are looking to student portfolios as a valid, reliable, and authentic form of assessment. This collection offers practical, well-researched answers to a variety of philosophical, organizational, and implementational questions surrounding portfolio assessment. Articles in the first section provide a rationale for student portfolios and address initial concerns teachers have when exploring portfolios as an assessment tool. Chapters in the second part focus on the practical concerns related to implementing portfolios in the classroom, and on the varied aspects of this process, including the role of technology. Articles in the third section center on the reflective sharing of portfolios and its important place in the assessment process. The articles are as follows: (1) "Setting Standards for Students: The Case for Authentic Assessment" (Linda Darling-Hammond); (2) "Portfolio Assessment and the New Paradigm: New Instruments and New Places" (Brenda S. Engel); (3) "Assessing Portfolios Using the Constructivist Paradigm" (F. Leon Paulson and Pearl R. Paulson); (4) "Portfolio Assessment" (Susan Black); (5) "'What Do You Really Care About Here?': Portfolios as Rites of Passage" (Judith Fueyo); (6) "User-Friendly Portfolios: The Search Goes On" (Susan Mandel Glazer and others); (7) "What Makes a Portfolio a Portfolio?" (F. Leon Paulson and others); (8) "The Portfolio Connection: Real-World Examples" (Robin Fogerty and others); (9) "Portfolio Assessment: Sampling Student Work" (Dennie Palmer Wolf); (10) "Electronic Portfolios--Some Pivotal Questions" (Christopher Moersch and Louis M. Fisher III); (11) "Technology-Supported Portfolio Assessment" (Helen C. Barrett); (12) "Portfolios and Self-Assessment" (Leslie Ballard); (13) "Portfolio Assessment: Documenting Authentic Student Learning" (Vincent J. Melograno); (14) "Student-Led Portfolio Conferences" (F. Leon Paulson and Pearl R. Paulson); (15) "Portfolios and Your Child: Some Questions and Answers for Parents and Families" (Vermont State Department of Education); and (16) "Portfolios Invite Reflection--from Students and Staff" (Elizabeth A. Hebert). (HTH)

ED 392 543 PS 024 042

Fisher, Karen, Ed.; Lays, Julie, Ed.
Children, Youth and Family Issues. 1995 State Legislative Summary. A Publication of the Children and Families Program.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Edna McConnell Clark Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Dec 95
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Child Abuse; Children; *Child Support; *Child Welfare; Day Care; Early Childhood Education; Juvenile Justice; Mental Health; *State Legislation; Substance Abuse; Welfare Recipients; Welfare Services; Youth
IDENTIFIERS- *Family Support; Health Care Reform; Welfare Reform

This book consists of a compilation of brief descriptions of legislation on issues critical to children and families enacted during 1995 by the states and the District of Columbia. The laws pertaining to various issues are listed by state. The issues are: (1) abuse and neglect (including screening, court procedures and considerations, offenses and penalties, financing, legal representation and special advocates, organization and oversight, prevention and treatment, *Rural Schools; Rural to Urban Migration; *School Role; *Teacher Education; Teacher Qualifications

Published in 1915, this book addresses issues and problems of rural life and rural schooling during the early 1900s. Chapters cover: (1) a description of rural life and the role of rural schooling; (2) the rural-to-urban migration trend and resulting effects on rural schools; (3) the real and the ideal rural school; (4) industrial progress and educational improvement; (5) problems of rural schooling, including the need for higher standards, accessible teacher education programs, and higher teacher compensation; (6) consolidation of rural schools; (7) the importance of competent rural teachers; (8) the relationship between strong teacher personalities, a high standard of qualifications, and a higher teacher salary, and the need for more men in the teaching profession; (9) the rural school curriculum; (10) the rural schools' role as the social center of the community; (11) rural school supervision and the role of superintendents; (12) rural leadership and cooperation; (13) the farmer and his home; (14) the rural renaissance; and (15) the advantages of rural life and how rural schools can contribute to this life. Contains a bibliography and an index. (LP)

ED 392 562 RC 020 217

Carney, Mabel

Country Life and the Country School: A Study of the Agencies of Rural Progress and of the Social Relationship of the School to the Country Community.

PUB DATE- 12

NOTE- 435p.; Xerox copy of original book, reproduced two pages per landscape pages. This book is cited by Mary Phillips Manke in her article "The Rural Teacher in the Early 1900's" (EJ 478 228) as a classic of rural education literature; see also RC 020 215-218, 435, 451-452, 470. Photographs will not reproduce adequately.

LANGUAGE- English

EDRS Price- MF01/PC18 Plus Postage.

PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Agriculture; Community Development; Consolidated Schools; Educational Administration; Educational Change; *Educational Improvement; Elementary Secondary Education; Farmers; Higher Education; Leadership; Organizations (Groups); *Quality of Life; *Rural Areas; *Rural Schools; *School Community Relationship; School Role; Teacher Education; *Teacher Role

IDENTIFIERS- Community Viability; *Country Life Movement

Written in 1912, this book addresses the role of teachers in improving rural farm life. Rural-to-urban migration had resulted in the loss of leadership from rural localities and the decline of agriculture, and country life had lost its prestige both socially and economically. This book suggests that the country school is the key to achieving progress, and that teachers need to be trained and assisted to assume leadership roles. Chapters cover the following: (1) issues related to agricultural societies, social isolation, rural-to-urban migration, and the role of community agencies and institutions in improving country life; (2) a description of the farm home and the life of farm women; (3) the country church as an agency for rural progress; (4) the role of the Grange and other community organizations in improving rural life; (5) the role of farmers' institutes, farmers' demonstration work, and corn and canning clubs in improving

IDENTIFIERS- *British Columbia; Frontier History; *Inspectors

Alex Lord, a pioneer inspector of rural British Columbia (Canada) schools, shares in these recollections of his experiences in a province barely out of the stagecoach era. Traveling through vast northern territory, using unreliable transportation, and enduring climate extremes, Lord became familiar with the aspirations of remote communities and their faith in the humanizing effects of tiny "assisted" schools. En route, he performed in resolute yet imaginative fashion the supervisory functions of a top government educator, developing an educational philosophy of his own based on an understanding of the provincial geography, a reverence for citizenship, and a work ethic tuned to challenge and accomplishment. His words portray many of the unusual characters who inhabited this last frontier, along with their hopes, fears, joys, sorrows, and eccentricities. More particularly, Lord's memoirs point out the historical significance of the one-room rural school and its role as an indispensable instrument of community cohesion. The introduction by John Calam includes a biography of Alex Lord, a brief description of the British Columbia he knew, and a sketch of its public education system. Contains references in chapter notes, photographs, maps, and an index. (TD)

ED 392 578 RC 020 463

Selden, Thomas M.; Wasylenko, Michael J.
Measuring the Distributional Effects of Public Education in Peru.
PUB DATE- Nov 95
NOTE- 32p.; In: van de Walle, Dominique, Ed., and Nead, Kimberly, Ed. "Public Spending and the Poor: Theory and Evidence." Baltimore, Johns Hopkins University Press, 1995. Chapter 7 (p154-186).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Economically Disadvantaged; Educational Benefits; Elementary Secondary Education; *Enrollment Influences; *Expenditure per Student; Foreign Countries; Higher Education; Poverty; *Public Education; Resource Allocation; Rural Urban Differences; *Statistical Analysis; *Student Costs
IDENTIFIERS- Home School Proximity; *Peru

Data from the 1985-86 Peru Living Standards Survey were used to analyze the targeting of public education expenditures and the effects on enrollment of public school fees and reduced travel time to secondary schools. This chapter also focuses on strengths and weaknesses of using either an estimation-based measure of benefit or a nonestimation-based approach (benefit-incidence analysis) to assess household willingness to pay for education. Educational benefits were found to be mildly pro-poor in Peru. However, a much lower proportion of poor children aged 6-12 were enrolled in elementary schools compared to other income groups. Females as a group received fewer expenditures than males as a result of differential enrollment rates. Elementary education benefits were higher in rural than urban areas, while the reverse was true at secondary and higher levels, in part because rural teenagers were more likely to be enrolled in elementary school. Also, a large fraction of poor teenagers overall were enrolled in elementary school. Out-of-pocket expenses such as uniforms were a barrier to participation for children in low-income households. Increasing school fees would be regressive as a percentage of household income, although the largest absolute losses would fall on middle-income households. Analysis of willingness to pay higher interval, and point-wise (instantaneous) rates of change. The other goal was to infer how knowledge of one type of rate of change supports students' construction of other types of rate of change knowledge. Findings from this study indicate that high school and college students use changes over intervals to support their thinking in situations represented by graphs and tables of values and use this interval knowledge to address instantaneous rate of change. Contains 17 references. (MKR)

ED 392 599 SE 057 691

Giordano, Gerard
Diagnostic and Remedial Mathematics in Special Education.
PUB DATE- 93
NOTE- 303p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Clinical Diagnosis; Disabilities; Elementary Secondary Education; *Mathematics Instruction; *Problem Solving; *Remedial Mathematics; Special Education; *Student Evaluation

This comprehensive book focuses on children who are failing to learn mathematics following typical classroom programs using routine instruction and materials. Studies show that even children with disabilities who have been mainstreamed into regular classrooms can be successful students provided their teachers are sensitive to subtle variations in their learning abilities. Differentiation is made among the social, emotional, cognitive, and academic factors that contribute to learning remedial mathematics. Multiple opportunities for evaluating mathematical skills formally and informally are highlighted, as well as procedures for strengthening academic evaluation. Diagnosis is thoroughly discussed, with emphasis on corrective strategies that illustrate a problem-solving approach to learning. Appendices contain templates, resources, matrices, a survey, a checklist, and a glossary of mathematical terms. (MKR)

ED 392 600 SE 057 698

Rhine, Steve
Students' Language Proficiency Effects upon Teachers' Assessment of Students' Mathematical Understanding.
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Students; Intermediate Grades; *Limited English Speaking; *Mathematics Teachers; *Student Evaluation; *Teacher Attitudes

In current mathematics reform, assessment is integral to effective instruction. However, accurate assessment of over three million limited English proficient (LEP) students in today's schools is of great concern. How does students' language proficiency affect the accuracy of teachers' assessment of students' mathematical understanding? This research quantitatively and qualitatively examined teachers' where they go for the rest of the year, examining the role of a local migratory bird in each of its ecosystems, understanding the concept of a food web, exploring the flow of energy through ecosystems, learning about the cycling of matter through the environment, understanding the interdependence of living things and the importance of biodiversity to ecosystems, relating human activities to quality of the environment, and observing the interactions of birds and other wildlife by creating or improving a habitat at school or home. (JRH)

ED 392 624 SE 057 800

Tweed, Ann
Understanding Our Environment: People.
PUB DATE- 95
NOTE- 53p.; For all seven units in this series, see SE 057 794-801.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community; Conservation (Environment); Cultural Awareness; *Demography; Elementary Secondary Education; *Energy Conservation; Global Approach; Hands on Science; Investigations; Natural Resources; Population Education; *Population Trends; Science Activities

Part of the Understanding Our Environment project that is designed to engage students in investigating specific environmental problems through concrete activities and direct experience, students work individually and in groups to plan a future community in order to gain an understanding of how greatly increased human populations impact resources, energy, food, water, air, and the living environment. The objectives include: discovering the reproductive potentials of living organisms and considering the relationship between population growth and limiting factors in environments; determining how human population growth affects resources; understanding the extent to which people can live in harmony with their environment and the way people modify the environment to fit their needs; understanding the components of a sustainable society and the role technology plays in maintaining the balance; understanding the characteristics of societies and the effects of change on cultures and lifestyles; investigating the use of resources and the impact on the environment of human populations in different countries and regions; describing the dynamics of human population growth by comparing demographic measurements of human populations in different places and times; and investigating what is being done throughout the world to solve problems caused by increased population. (JRH)

ED 392 625 SE 057 801

Lieblich, Suzanne, Ed.
Understanding Our Environment: Challenge. Clear Water Challenge: A Role Play Activity.
PUB DATE- 95
NOTE- 38p.; For all seven units in this series, see SE 057 794-800.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Action; Conservation (Environment); Elementary Secondary Education; Environmental Education;

historical and philosophical aspects of the discipline of chemistry into the learning environment. Demarcation criteria can guide structured knowledge with respect to demarcationism and inform science instruction in guarding against proliferation of pseudoscientific conceptions. It is recommended that these criteria are not taught as such but rather that learning environments provide opportunities for their manifestation and examination. Contains 30 references. (Author)

ED 392 646 SE 057 997

Barber, Jacqueline; And Others
Insights & Outcomes: Assessments for Great Explorations in Math and Science. LHS GEMS.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
PUB DATE- 95
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Learning Activities; *Mathematics Instruction; Portfolio Assessment; *Science Instruction; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; Hands on Experience

This handbook, part of the GEMS (Great Explorations in Math and Science) series, contains ready-made assessments for teachers to integrate within their presentation of activity-based mathematics and science units. The first main section of the book is called "Pearl's Journal: A Year in the Life of...." This fictitious teacher's journal is interspersed with comments to provide an overview of assessment issues as well as ideas about how to use this book. The next section, "Insights," gives descriptions of 13 major assessment strategies (with case studies from GEMS), uses actual student work, analyzes the insights gained from these case studies, and lists other opportunities in the GEMS series for using each strategy. The final section, "Outcomes," gives brief summaries of all GEMS teacher's guides, highlights selected student learning outcomes for each guide, and describes both built-in and additional assessments. (MKR)

ED 392 647 SE 058 044

Slattery, Britt Eckhardt; And Others
WOW! The Wonders of Wetlands: An Educator's Guide. Revised.
PUB DATE- 95
NOTE- 330p.; For an earlier edition, see ED 371 944.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; Environmental Education; Natural Resources; Outdoor Activities; Science Activities; *Wetlands

This educator's guide contains background material and stimulating activities pertaining to wetlands that classroom teachers, refuge managers, nature center interpreters, park service educators, and others will find useful. The first part, background material for teachers preparing wetland study units, is divided into six chapters: "Wetlands and People: Through Time and Across Borders", "Defining Wetlands", "Wetland

Highway and the High Seas" (Susan Hanson); and (2) "Baptism" (Daniel Stevens). Part 2, "Classical Greece," includes: (1) "Ode to the Men of Athens" (Deborah Seigman); (2) "Voices of Warning: The Role of the Chorus in 'Antigone'" (Susan Farris); (3) "Acting Beyond the Myth of the Citizen" (Phil Cook); and (4) "Sophrosyne in 'Antigone': Women, Family and Government" (Danette Bermea). Part 3, "The Renaissance," includes: (1) "'That Perfect Hatred': Anti-Semitism and the Banality of Evil in Shakespeare's 'The Merchant of Venice'" (Jim McGarry); (2) "The More You Know, The Moor You May Not Know" (Carey Christenberry); and (3) "The Silken Shield of Innocence" (Deborah Seigman). Part 4, "The Social Contract," includes: (1) "Obligations of the Individual Inside and Outside the Social Contract" (Karl Kevin Brown); and (2) "Slavery's Influence on the American Definition of Citizenship" (Amy Nelson Thibaut). Part 5, "Huckleberry Finn," includes: (1) "Huck, a Good Ol' Boy" (Dona Holloway); (2) "Deceit and Democracy: Huckleberry Finn as a Disturbing Presence" (Beverly Webster); and (3) "Go With the Flow" (Sandy Watts). Part 6, "Beloved," contains: (1) "She Haunts Me" (Paula Moeller); (2) "Beloved and Christian Citizenship: An Augustinian Analysis of Sethe and Stamp Paid" (Bill Gardiner); (3) "The Right of Dissent: Beloved's Baby Suggs and Sethe" (Kathryn Dierksen); (4) "Nobody Stopped Playing Checkers" (Teri Holmes); (5) "The Alienation Factor: Displacement Leading to Violence in 'Beloved'" (Millie Goode); (6) "The Meaning of Life" (Karl Kevin Brown); (7) "The Patchwork Quilt and Feminist History in 'Beloved'" (Cynthia Walling); and (8) "Outside the Outside: A Comparison of Walker's Maggie and Morrison's Denver" (Daniel Stevens). Part 7, "L'Envoi," contains: (1) "From the Shadows" (Millie Goode); and (2) "Bruce Mitty" (Carey Christenberry). (EH)

ED 392 669 SO 025 632

Osborne, Ken
The United Nations in the News: Making Your Classroom a United Nations Information Centre. An Approach for All Grade Levels.
PUB DATE- 95
NOTE- 22p.; Some materials may not photocopy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict; Developed Nations; Developing Nations; Elementary Secondary Education; Foreign Policy; Global Approach; *International Cooperation; *International Organizations; *International Relations; *International Studies; *Peace; Social Studies; War; World Affairs; World Problems
IDENTIFIERS- *United Nations

This guide is to help students become more aware of the wide variety of United Nations' (UN) activities taking place in the world; to give students an interest in the affairs of the UN; and to lay the foundations for continuing interest in the UN. In this activity students read articles of recent world events in which the UN has been involved, then follow up with discussion and writing activities. A reference list of UN organizations and conferences for further activities is included. Students are instructed to read newspaper articles that are attached and to make lists using the headings: What?, Where?, When?, Why?, Results, and Questions. Once the lists are completed students are instructed to answer the following questions: (1) What was in these articles that you already knew? (2) What three things most interested you? (3) What three ethnic background, culture, or ability. These activities are for classrooms that use mixed ability grouping and therefore represent the total diversity of the school. Each of the next four chapters begins with an overview of a specific strategy and then presents detailed examples of lessons. More than 100 lessons are offered. Strategies reflect the diversity found in the scope and sequence of any social studies curriculum for grades six through twelve. Although many of the activities favor secondary classrooms, the strategies can be generalized, modified, or reconstructed to fit many course and grade levels. Teachers can use exactly what is offered or modify to fit their needs. An appendix including samples of all forms is provided. Chapters 2 through 6 also offer strategies that build on one another. For example, the Interview Strategies in Chapter 3 involve one level of learning, and the Demonstration Strategies in Chapter 4 work at a higher order. Both the Trial Strategies in Chapter 5 and the Theory Building Strategies in Chapter 6 expand and incorporate the learning of the previous chapters. In this way a teacher can choose to intertwine the separate groups of strategies in one large project or simply use a particular strategy as the basis for a distinct lesson. (EH)

ED 392 692 SO 025 841

Jones, Robin; And Others
Civic Capacity and Urban Education in Pittsburgh, Boston, and St. Louis.
PUB DATE- Sep 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31--September 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *City Government; Civics; Community; *Community Characteristics; *Demography; Elementary Secondary Education; Politics; Urban Demography; *Urban Education; Urbanization; Urban Schools
IDENTIFIERS- Boston Public Schools MA; Pittsburgh School District PA; Saint Louis City School District MO

This paper is part of a larger project comparing civic capacity and urban education in 11 American cities. The paper is divided into four sections. The first section attempts to explain why civic capacity and public education in Pittsburgh (Pennsylvania), Boston (Massachusetts), and St. Louis (Missouri), evolved from different paths, although they share a number of other features. The second section provides a brief statistical introduction to each city and its school system. This is followed by case studies that highlight the development of civic capacity and its relationship to public education. In the final section the study considers common themes around the establishment of civic capacity and its activation on behalf of public education. (EH)

ED 392 693 SO 025 843

Eldridge, Rachel M.
Hands-On History.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Popular Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

discrimination. There are 11 units in the booklet. A course bibliography and an outline for gathering biographical and cultural information are given as appendices. (EH)

ED 392 716 SO 026 024

Loman, Sandra L.; Arnold, Frederick M.
Using the Humanities To Illustrate and Develop Leadership Concepts.
PUB DATE- Nov 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Responsibility; *Community Education; *Community Leaders; *Humanities; *Leadership; *Leadership Qualities; Leadership Responsibility; Leadership Styles; Leadership Training; *Literature; Supervisory Methods; Technical Institutes; Two Year Colleges
IDENTIFIERS- Madison Area Technical College WI

This paper describes a course, Leadership as an Art, developed at the Madison Area Technical College (Wisconsin). The course is taught by pairs of instructors and is offered for college transfer credit in the humanities. It focuses on using the humanities to examine the various dimensions of leadership skills and their development. Students search the literature for specific tools intended for concrete purposes and immediate application. The objective is to model goal setting, vision articulation, teamwork, ethical frameworks, communication techniques, conflict resolution, and other aspects of the leadership function as students develop and refine their own leadership styles and abilities. Specific examples from literature are included. The assumption is that there can be value in using literature (Melville) to explore the leadership function without explicitly "teaching" "Moby Dick" or "Billy Budd"; and that the student will come away both intrigued with the literature and with a better understanding of essential leadership tools. (EH)

ED 392 717 SO 026 025

Saxe, David Warren
Curricular Issues in Social Studies: An Historical Perspective.
PUB DATE- Jan 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Course Content; *Curriculum Design; *Curriculum Problems; Curriculum Research; Elementary School Curriculum; Elementary Secondary Education; History Instruction; *Program Content; Secondary School Curriculum; *Social Studies
IDENTIFIERS- American Historical Association; National Council for the Social Studies

This paper retraces the early development of the social studies curricular pattern of the 1920s and the subsequent division between social studies advocates, represented by the National Council for the Social Studies, and history-centered supporters, represented largely by the American Historical Association. The document maintains that the historical examination of the disputes over social studies issues sheds a needed perspective on current debates in the field and may help to break the lingering impasse between social studies advocates significant differences in teacher confidence about science, teaching practices, and professional practices were found to be continuing among members of the study group, 4 to 6 years after project contact. Findings supported the successful project design of 21 days of contact time spread over 13 months and the project's many participant support practices. Seven appendices provide project descriptions, study group questionnaire and control group questionnaire, blue print of the questionnaire, interview-guiding questions, questionnaire item analysis and Likert statement analysis, sample interview confirmation letter and site principal letter. (Contains 48 references.) (Author/ND)

ED 392 741 SP 036 461

Edwards, Cherry; Grenfell, Michael
Developing an Interactive Methodology: A Co-operative Approach. Occasional Papers, 27.
PUB DATE- Aug 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Cooperating Teachers; Foreign Countries; Higher Education; Mathematics Instruction; Preservice Teacher Education; Qualitative Research; Secondary Education; Second Language Instruction; *Student Teachers; *Student Teacher Supervisors; *Teacher Educators; Teaching Methods; *Teaching Models; *Theory Practice Relationship
IDENTIFIERS- England

The core of the work described in this paper is a small-scale qualitative research project based on the classroom observation of student teachers in England following a 1-year "PGCE" (postgraduate continuing education) course in 1992. This project was underpinned by an exploration of a theoretical model of the nature of the relationship between practice and theory and formed an initial attempt to develop a practical dialogic methodology for co-operative reflection on professional practice: in this case for both student teachers and their trainers. The classrooms under consideration were mathematics and modern language classrooms in British secondary schools. Part 1 of the paper raises issues about co-operative action and its place within educational research. Part 2 offers a brief discussion of the nature of the relationship between theory and practice together with an attempt to construct a three-level triadic model to show how this applies to professional training. This model is used later in the paper as a framework for discussion of students' practice and the theories and range of practices of teacher educators. Part 3 focuses directly on four student teachers' behaviors and their theories. Part 4 explores the processes used by the trainers to articulate their theories about their professional work. Part 5 looks directly at some of the hypotheses and questions about classrooms and about knowledge of the professional practice of teacher educators raised through the work of the project. Part 6 offers a summary of the ad hoc dialogic methodology employed during this work. (Contains 24 references and provides a list of the 27 occasional papers published by the Centre for Language in Education.) (Author/ND)

ED 392 742 SP 036 475

Machart, Norm; And Others
Providing Preservice Teachers with Experiences in Multicultural Classrooms.

priority on campus, the lack of a champion to push the reform, and the difficulties of instigating the reform, in general, due to already established certification and teaching guidelines. This report suggests that the solution to the challenge of slow reform is to follow the 1993 Governor's Task Force on Teacher Preparation recommendations, with substantial modifications, in the directions begun by the Education Professional Standards Board. Recommendations are individually described, and a detailed rationale presented for each one. A complete copy of the Task Force recommendations report is appended, followed by a discussion of suggested modifications to these recommendations. (NAV)

ED 392 759   SP 036 497

Professional Development: Report from the Prichard Committee for Academic Excellence, Task Force on Improving Kentucky Schools.
PUB DATE- Oct 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Involvement; *Educational Change; Elementary Secondary Education; Faculty Development; Higher Education; *Inservice Teacher Education; Principals; *Professional Development; Public School Teachers; State Departments of Education; *State Legislation; Teacher Education Programs; Teacher Improvement
IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990

This report presents the Prichard Committee recommendations on professional development of Kentucky teachers. They are based on the results of a steering committee of Kentucky educators and are being implemented in a Pew Charitable Trusts project. The overall finding was that for school reform to succeed in Kentucky, greatly enhanced professional development would be required, especially considering the Kentucky Education Reform Act mandate. Recommendations include: adoption of the teacher education reform as a top priority in the State; creation of teacher networks; allotment of additional professional development time for teachers; development of a model program under State auspices; establishment of a statewide center for reform; establishment of teacher councils; a roundtable for policy recommendations with public and private input; and review of the Regional Service Centers. (NAV)

ED 392 760   SP 036 499

Papandreou, Andreas P.
Teaching Viewed through Student Performance and Selected Effectiveness Factors.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English; Greek
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Foreign Countries; Grade Prediction; High Schools; *High School Seniors; Instructional Effectiveness; *Student Attitudes; Student Evaluation; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teacher Student Relationship
IDENTIFIERS- Cyprus

The degree of influence of selected factors upon effective

This publication contains a selection of undergraduate and graduate student research papers offered to the Eta Sigma Gamma Society in the health science disciplines. Articles include: (1) "The Development of Public/Private Partnerships and Their Impact on the Future of Public Health" (James Broadbear); (2) "Cancer Knowledge, Self-Efficacy and Cancer Screening Behaviors among Mexican-American Women" (Vanessa Carpenter); (3) "Health Education and the Media: Friends or Foes?" (Laura N. Deitsch); (4) "The Seropositive Child: Evolution of School Policy in the Age of AIDS" (Elisha A. Eisenberg); (5) "Expanded Use of Champion's Health Belief Scale: Breast Self-Examination and Sexual Orientation" (Lyndall Ellingson); (6) "Women's Dependence on Fad Dieting: A Result of Cultural Influence" (Jennifer A. Lovinfosse); (7) "Adolescent Sexuality Education: The Public Health Role" (Michele Moore); (8) "The Role of Health Educators in the Occupational Health and Safety Field: Present and Future Opportunities" (Chris R. Nelson); (9) "Issues Related to the use of Racially Segregated Health Data" (Dawn D. Shears); and (10) "Cultural and Environmental Influences on Dietary Behavior and Cardiovascular Health among Chinese-American Adolescents" (Wei Yue Sun). Information on article reviewers and contributors is appended. Each article contains references. (NAV)

ED 392 778   SP 036 525

Gorenflo, Barbara A.; And Others
Eastern Michigan University's First Consociate School: Farmington High School.
PUB DATE- Feb 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Detroit, MI, February 20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Curriculum Development; Educational Counseling; *Educational Innovation; Field Experience Programs; Higher Education; High Schools; *Partnerships in Education; Program Development; Student Teaching
IDENTIFIERS- *Eastern Michigan University; *Farmington Public Schools MI

This paper reports on a collaboration between Eastern Michigan University (EMU) College of Education and Farmington High School (FHS), EMU's first consociate school, i.e., a school site that has developed an exceptionally strong working relationship with a college of education. Leaders of both institutions identified a number of creative ways they could be mutually supportive in their efforts to improve educational opportunities for young people. The consociate school relationship formally marked the beginning of a multi-year series of interrelated activities between the two institutions. So far, the team has developed a counseling program in which EMU graduate students counsel high school students and adults. In addition, a graduate course on restructuring schools for Farmington school educators was team taught by two district professionals and two EMU College of Education professors. Pre-student teaching and student teaching field experiences paired EMU students with educators from both institutions, and FHS and EMU will exchange faculty for professional development. Long range planning includes the following: improving fiber optic teaching and the pressures generated by a traditional staff-room culture together created an environment in which two young women who had believed themselves to be fully committed to progressive practices came to see these reform ideas as visionary and impractical. Findings of the analysis suggest that even the most committed novices are vulnerable to staff-room culture and that a professional community outside of the school that raises questions about the practices the novices are trying to implement can help them to connect the ideas they valued as students with the reality of the real-world classroom. (NAV)

ED 392 794 SP 036 555

Neufeld, Barbara
Teacher Learning in the context of the SDP: What Are the Opportunities? What Is the Context?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, CA, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Inservice Teacher Education; Intermediate Grades; Junior High Schools; *Knowledge Level; Middle Schools; Program Design; *Program Effectiveness; Program Evaluation; School Districts; *Teamwork
IDENTIFIERS- *Comer School Development Program; Hartford Public Schools CT; New Haven Public Schools CT

The School Development Program (SDP), initiated 25 years ago by Dr. James Comer, is described, with focus on the need for knowledge about its child development component and the implications of this lack for program implementation and impact. The SDP program is recognized for its primary focus on child development and human relationships as its intellectual core; it suggests that improvements in teaching and learning will follow from more productive social relations. It is composed of a Mental Health Team (MHT), a School Planning and Management Team (SPMT), and a Parent Program (PP). Two sources of data are examined in this analysis of the facilitators and the MHT and SPMT staff: evaluation material from two middle schools in New Haven (Connecticut) in the 1986-1987 school year and evaluation of the SDP in Hartford (Connecticut) from April 1991 to May 1993. In the evaluation of the SDP in New Haven, the facilitator was observed attending consistently to the process side of the reform with little emphasis on the child development knowledge component. The Hartford evaluation confirmed the conclusions drawn in New Haven. It is suggested that the fundamental design flaw in the SDP is that the participants attempted to implement a program without access to the underlying knowledge base of child development research and theory, without any idea of what programs based on this research would look like, and without the initial and ongoing training and support that could give them access to this knowledge and skill. (NAV)

ED 392 795 SP 036 584

Anderson, Lorin W., Ed.
International Encyclopedia of Teaching and Teacher Education. Second Edition.

A series of computer simulations was run to measure the relationship between testlet validity and the factors of item pool size and testlet length for both adaptive and linearly constructed testlets. Results confirmed the generality of earlier empirical findings of H. Wainer and others (1991) that making a testlet adaptive yields only marginal increases in aggregate validity because of the peakedness of the typical proficiency distribution. Findings suggest that if a linear test is constructed from a much larger calibrated item pool, it can compare quite favorably to an adaptive test. The larger the selection of items from which the test is built, the better the final result. (Contains one figure, four tables, and seven references.) (Author/SLD)

ED 392 814 TM 024 452

Bennett, Randy Elliot; And Others
The Convergent Validity of Expert System Scores for Complex Constructed-Response Quantitative Items. GRE Research. GRE Board Professional Report No. 88-07bP.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Jun 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Constructed Response; Correlation; *Expert Systems; Goodness of Fit; Higher Education; Mathematical Models; Mathematics Tests; Matrices; *Scores; Test Format; Test Items; *Test Validity
IDENTIFIERS- Confirmatory Factor Analysis; *Convergent Validation; Graduate Record Examinations; Scoring Rubrics

This study investigated the convergent validity of expert-system scores for four mathematical constructed-response item formats. A five-factor model was proposed comprised of four constructed-response format factors and a Graduate Record Examinations (GRE) General Test quantitative factor. Subjects were drawn from examinees taking a single form of the GRE General Test in June 1989. The final study sample consisted of 249 test takers. Confirmatory factor analysis was used to test the fit of this model and to compare it with several alternatives. The five-factor model fit well, although a solution comprised of two highly correlated dimensions--GRE quantitative and constructed-response--represented the data almost as well. These results extend the meaning of the expert system's constructed-response scores by relating them to a well-established quantitative measure and by indicating that they signify the same underlying proficiency across item formats. Appendices present test item stems, the scoring rubrics, and an estimated correlation matrix. (Contains 1 figure, 8 tables, and 34 references.) (Author/SLD)

ED 392 815 TM 024 453

Longford, Nicholas T.
Negative Coefficients in the GRE Validity Study Service. GRE Research. GRE Board Professional Report No. 89-05P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Nov 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; *College Entrance

difference between these two groups. Eleven tables provide additional detail on the study's findings. (Contains 15 references.) (JB)

ED 392 359 HE 028 959

Knowlton, Dave S.
Personal Narratives and Graduate-Level Education: How Does Gender Influence Writing and Thinking about Curriculum?
PUB DATE- Nov 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (24th, Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; Curriculum Design; Emotional Response; *Females; Graduate Students; Graduate Study; Higher Education; Interpersonal Relationship; *Personal Narratives; Problem Solving; Reflective Teaching; Rhetoric; *Sex Differences; Sex Role; Sex Stereotypes; *Student Attitudes; *Teacher Education
IDENTIFIERS- Deconstruction

With the growing recognition of the importance of personal narratives as a tool for promoting and analyzing professional development, this study looked at what trends emerged from the personal narratives of female graduate students (most of whom were also teachers) when they were categorized by their rhetorical function and by stereotypical styles of female communication. The study conducted a deconstructive, qualitative study of the writings of five female students of curriculum design at a large urban university. The narratives were analyzed in two ways: an individual analysis of each and then consultation with the authors about the intent of their writing. Results indicated that: (1) four of the five writers discussed the significant importance of either a teacher, student, or colleague; (2) all of the women placed emphasis on the processes, not products, of problem-solving in organizing their teaching; (3) most rejected the opportunity for emotion in organizing their teaching and approached topics logically by manipulating a guiding text, responding to a speaker's works, or rationalizing their own beliefs; and (4) none of the writers engaged in questioning or inquiry as a means of initiating further research. (Contains 18 references.) (JB)

ED 392 360 HE 028 960

Cochran, H. Keith
Teaching Assessment of Classroom Learning: Using Scenarios To Teach Basic Tests and Measurement Concepts.
PUB DATE- Nov 95
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (24th, Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assignments; College Students; *Educational Testing; *Education Majors; Elementary Secondary Education; Grades (Scholastic); Grading; Higher Education; Learning Activities; Measures (Individuals); *Student Evaluation; Student Projects; Teacher Education Programs; Units of Study

abuse or harassment. Appendixes contain a list of task force members and tables showing the evaluation of graduate professional education programs. (JB)

ED 392 377 HE 028 977

Koenig, Chelene; Wolfson, Gloria
Prior Learning Assessment in British Columbia. An Orientation for Postsecondary Institutions.
SPONS. AGENCY- British Columbia Ministry of Skills, Training and Labour, Victoria.
PUB DATE- 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; College Role; College Students; Evaluation Methods; *Experiential Learning; Foreign Countries; Higher Education; Portfolio Assessment; *Prior Learning; Program Implementation; Standards; *Student Evaluation
IDENTIFIERS- *British Columbia

This manual provides an overview of the concepts and issues involved in the assessment of prior learning in the context of the increasing numbers of older, nontraditional students returning to higher education. Section 1 gives background information about prior learning assessment (PLA) and defines PLA as assessment by some valid and reliable means, by a qualified specialist, of what has been learned through non-formal education/training or experience, that is worthy of credit in a course or program offered by the institution providing the credit. Section 2 describes the standards and guidelines for quality assurance of PLA. Various methods of prior learning assessment are featured in Section 3. In Section 4, the focus is on one of the most common methods of PLA--portfolio assessment. It introduces a discussion of academic and administrative issues and includes a discussion of special issues that pertain to the assessment of portfolios. Section 5 is intended for individuals or institutions who already use prior learning assessment or who will be implementing a PLA process. Section 6 lists the recommended participants in the PLA process. Appendixes list characteristics of adult learners and a sample prior learning assessment policy at one British Columbia institution. Also included are a glossary and a bibliography. (Contains 33 references.) (JB)

ED 392 378 HE 028 978

Schonwetter, Dieter J.; And Others
An Empirical Investigation of Effective College Teaching Behaviors and Student Differences: Lecture Organization and Test Anxiety.
PUB DATE- Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attention; Cognitive

increasingly popular, but often such files are too large to be manageable or practical. The designer can reduce the size of the image or movie window, reduce the bit depth of the colors, or reduce the number of frames per second of moving images. Studies were conducted to investigate how altering images in these ways influence loading time, file size, and perceived quality. Six figures, including reproductions of computer screens, and two tables illustrate the discussion. An appendix provides uniform resource locators (URLs) for 46 clip art and icon collections on the world wide web. (BEW)

ED 392 393 IR 017 628

Misanchuk, Earl R.; Schwier, Richard A.
Benefits and Pitfalls of Using HTML as a CD-ROM Development Tool.
PUB DATE- Feb 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Indianapolis, IN, February 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Computer Graphics; *Design Preferences; Foreign Countries; Hypermedia; Instructional Design; Instructional Materials; *Multimedia Materials; Nonprint Media; *Optical Data Disks; Programming Languages; Screen Design (Computers); Visual Aids
IDENTIFIERS- *HTML; HyperCard; Limits to Growth; Visual Displays

The hypertext markup language (HTML) used to develop pages for the world wide web also has potential for use in creating some types of multimedia instruction destined for CD-ROMs. After providing a brief overview of HTML, this document presents pros and cons relevant to CD-ROM production. HTML can offer compatibility to both Windows and Macintosh platforms, hypertext capabilities, a high degree of learner control over display characteristics, and a relatively small number of commands to master. On the other hand, HTML is not an authoring tool with the versatility of HyperCard and other similar aids; it is inflexible enough to limit control over interactivity and layout, and complicated enough to cause confusion at many stages in the process. Because HTML is a still-evolving standard, editing and conversion tools, reliable information, and even good advice are often hard to come by. Hardware and software requirements can be substantial, the UNIX-based environment is not always user-friendly, and special characters may not be readily incorporated into an HTML document. These drawbacks specific to HTML itself may be lessened with time, but even if they are surmounted, the designer must still be on guard against making poor design choices, such as making graphics too ambitious and fancy at the expense of informational content, using too many textured backgrounds, or choosing color combinations that hamper readability. (BEW)

ED 392 394 IR 017 678

Nebraska K-12 Internet Evaluation Progress Report--Year 2.
PUB DATE- 30 Jan 96
NOTE- 96p.; For the 18-month report, see ED 385 246.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

educational technology checklist, a computer literacy assessment tool, a glossary, a list of computer acronyms, and selected sources. (AEF)

ED 392 411 IR 017 702

Albright, Michael J.
Evolving Relationships between Campus Media and Information Systems and Services.
PUB DATE- Jun 95
NOTE- 15p.; Paper presented to the Association of College and Research Libraries (Chicago, IL June 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; Educational Equipment; Educational Media; *Educational Technology; Employment Qualifications; *Higher Education; Information Systems; *Information Technology; Instructional Development; *Instructional Innovation; *Organizational Change; Status; Technological Advancement; Telecommunications
IDENTIFIERS- Academic Computing; *Instructional Support Services

As higher education rushes to embrace information technology, many vitally important instructional technology services are often left underfunded, directed by a paraprofessional, and operating at peripheral status outside academic affairs. Instructional technology should be understood not just in terms of computer hardware and software but in terms of human skills, resource management, problem solving, and educational settings. Information technology is not often instructional technology, but it can be if it is brought to bear on the processes of teaching and learning. Important goals of instructional technology services include instructional development, learning resources, classroom technologies, media development, instructional telecommunications, academic computing, and research and evaluation. Administrators should address the issue of making these services a more central part of the institution's organizational structure, perhaps even by putting them in academic affairs. The inadequate qualifications of a large percentage of applicants for instructional technology jobs should also be cause for concern. (BEW)

ED 392 412 IR 017 703

Albright, Michael J.
Instructional Technology and Higher Education: Rewards, Rights, and Responsibilities.
PUB DATE- Feb 96
NOTE- 19p.; Keynote address presented at the Southern Regional Faculty and Instructional Development Consortium (Baton Rouge, LA, February 5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; Classroom Techniques; *College Faculty; Educational Equipment; *Educational Technology; *Faculty Development; Higher Education; *Instructional Innovation; Organizational Change; Problem Solving; Teacher Education; *Technological Advancement
IDENTIFIERS- Access to Computers; *Barriers to Innovation;

errors), their entries were much longer. The posttest journal-related questions demonstrated that the student journals helped to enhance communications between the students and the teacher and that once exposed to using e-mail, students preferred to continue to use this medium rather than written journals. (Contains 29 references.) (AEF)

ED 392 432 IR 017 723

Deal, Nancy
Is the Medium the Message? Comparing Student Perceptions of Teacher Responses via Written and E-mail Forms.
PUB DATE- 95
NOTE- 5p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *Computer Mediated Communication; Computer Uses in Education; Critical Thinking; *Electronic Mail; Evaluation; Feedback; Higher Education; Preservice Teacher Education; *Student Journals; Student Motivation; *Teacher Student Relationship; *Teaching Methods; Telecommunications
IDENTIFIERS- State University of New York Buffalo

Telecommunications in the classroom helps transform familiar types of assignments into new forms, increasing students' motivation while extending opportunities for critical thinking. This goals of this study were to increase apprentice teachers' technology use and evaluation skills while determining the value of e-mail communication in facilitating those processes. Participants were secondary English Education majors at Buffalo State College (New York), enrolled in the Methods for Teaching English course. All students were required to complete regular self- and course-assessments to accompany their reading logs and were offered the choice of forms: the traditional notebook-style handwritten journal or e-mail. During the fall 1994 semester, 13 of the 27 students chose to use e-mail; students received ongoing feedback, explored teaching concerns through writing, and developed their self-assessment skills by means of a continued written "dialogue" with the instructor. The relative immediacy of e-mail communication, unlike the handwritten documents submitted weekly by non-participants, allowed the students and instructor to participate in daily discussions and offered a means to communicate as concerns arose. Data accrued from the study suggest that an e-mail journal helps students synthesize their learning and develop increased self-assessment skills beyond that of traditional journaling. The project also allowed the instructor to receive a more comprehensive understanding of the students' concerns and perceptions and to assess her work through such feedback. (AEF)

ED 392 433 IR 017 724

Crenshaw, John H.
Music and Computers: Symbiotic Learning.
PUB DATE- 95
NOTE- 8p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

in which the goal is to give students a foundation in the basics of information technology (IT). It focuses on how the technology works, issues relating to its use and development, how it can lend personal and business advantages, and how it is creating a globally networked society. Each chapter features a list of competencies called "Now You Can...," a collection of key terms, a self-test, short-answer questions, discussion questions and projects, and questions designed for Internet searches and group work. Chapters include: (1) "Information Technology: What It Can Do For You"; (2) "Software: The Intellectual Interface"; (3) "Input and Output Devices: The Physical Interface"; (4) "The CPU and Internal Memory: The Processing Engine"; (5) "Storage Devices and Database: Organizing Your World"; (6) "Communications and Connectivity: Living in a Networked World"; (7) "Building IT Systems: The Tools You Use and Your Role"; (8) "Information Technology in Business: How Organizations Use IT"; (9) "Reaching the World Through IT: Information Technology as Your Passport to the World"; and (10) "Putting IT All Together: Careers, Social Issues, and Horizons." Contains a glossary and index. (BEW)

ED 392 452 IR 055 834

Mayo, Kathleen, Ed.; O'Donnell, Ruth, Ed.
The ADA Library Kit: Sample ADA-Related Documents to Help You Implement the Law.
PUB DATE- 94
NOTE- 132p.; Contains some illustrations which may not reproduce clearly.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); *Compliance (Legal); Disabilities; Hearings; Legal Responsibility; Library Policy; Library Services; Library Surveys; Staff Development; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- Access to Facilities; Access to Services; *Americans with Disabilities Act 1990; Reasonable Accommodation (Handicapped)

The Association of Specialized and Cooperative Library Agencies (ASCLA) formed an Americans with Disabilities Act (ADA) Assembly in 1992, and one of its first projects was to prepare this publication by collecting samples of library-produced ADA-related documents. Its aim is to help libraries increase levels of compliance and public awareness. The materials are arranged topically and include customer surveys, notices of public hearings on accessibility issues, policy and procedures dealing with reasonable accommodation grievances, transition plans, staff training materials, accessibility notices and brochures, and other notifications of special services to the disabled. Each contributing library is credited with its sample document. (BEW)

ED 392 453 IR 055 835

Wood, M. Sandra, Ed.
User Education in Health Sciences Libraries: A Reader.
PUB DATE- 95
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-

importance. For the third questionnaire, 27 of the original respondents reviewed responses from round two and contrasted them using group consensus data. Based on a 5-point scale, 26 of the 98 research priority items had a mean score of 4 or more points, while the highest rated priority was "institutionalize tech prep into the higher education delivery system." The category for research in instruction and curriculum development ranked the highest in importance with a mean of 3.074. The survey instruments and a list of the 25 states represented in the study are appended. (TGI)

ED 392 472 JC 960 123

Washington Community and Technical Colleges Academic Year Report, 1994-95.
PUB DATE- Nov 95
NOTE- 102p.; For the 1993-94 report, see ED 376 891.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; College Faculty; Community Colleges; Courses; Educational Facilities; *Educational Finance; *Enrollment; *Expenditures; Full Time Students; *Institutional Characteristics; Outcomes of Education; *Student Characteristics; Technical Education; Technical Institutes; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *Washington Community and Technical Colleges

Designed to answer the most frequently asked questions about Washington Community and Technical Colleges (WCTSs), this report provides information about students, courses, faculty, staff, expenditures, and facilities for the 1994-95 academic year and includes historical data where available. Following a brief history of WCTC system, the six sections of the report examine courses offered; enrollments and student demographics, including full-time equivalents (FTEs) by funding source and by college; student outcomes and progress related to degrees and transfers; community college personnel; facilities; and expenditures. Highlighted findings include the following: (1) 443,426 students were enrolled in 1994-95; (2) 23% of the student population were students of color, compared to approximately 15% in the state population; (3) 55% of the student population was female; (4) one third (n=46,804) of all FTEs received need-based financial aid; (5) 47% of all state and contract FTEs were generated by students enrolled for workforce training, with 39% enrolled in preparation for transfer to four-year institutions; (6) 11,397 students were enrolled under a workforce training trust fund; (7) 9,806 state supported, full-time equivalent faculty, classified, administrative, and other professional staff were employed in the WCTC; and (8) system expenditures totaled $462.5 million in a combination of state funds plus tuition collections. Information on student tuition and fees, a list of statistical publications, and definitions of terms are appended. (TGI)

ED 392 473 JC 960 124

Workforce Employment and Training Act: Second Year Accountability Report for Training Programs, HB 1988.
PUB DATE- Dec 95
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

representatives to develop an integrated curriculum and delivery method which actively involved students in the learning process. The team developed two major curriculum components: a 2-week orientation and a 14-week integrated learning experience. Features of the components include portfolio development, including a personal journal; an integrative case study based on problem-based learning; team building activities; and problem-solving and critical thinking components. The curriculum plan also incorporates courses addressing personal development, interpersonal skills, and process skills. Suggestions for colleges embarking on similar projects include the following: (1) obtain the full support and backing of the college administration at the highest levels; (2) use teams and team-building activities; (3) use smaller groups to accomplish individual tasks and report back to the larger group; (4) allow enough time to complete the task and avoid premature closure; (5) listen to the employee representatives; and (6) expect institutional changes beyond the immediate activity. Course plans and a schedule for fall 1995 are appended. (TGI)

ED 392 490   JC 960 154

Scott-Skillman, Thelma; And Others
Transfer Readiness Pilot Study.
PUB DATE- 8 Feb 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); *College Outcomes Assessment; *College Transfer Students; Community Colleges; *Data Collection; Educational Policy; Guidelines; Higher Education; Institutional Research; Pilot Projects; Program Effectiveness; Research Methodology; Transfer Programs; Two Year Colleges
IDENTIFIERS- California Community Colleges; *Transfer Readiness

The California Community Colleges (CCC) has implemented a prototype model for determining student transfer readiness as a primary means of assessing community college transfer effectiveness. This report provides definitions of transfer readiness and guidelines for colleges participating in the CCC transfer readiness study. First, a memorandum from the CCC Chancellor's Office is presented introducing the transfer readiness pilot study and providing a list of 19 participating colleges, with institutional contacts. Next, transfer readiness is defined as the number of students who complete transfer eligibility requirements divided by the number of transfer-directed students in a given time frame and a rationale for studying transfer readiness is presented, suggesting that it measures institutional effectiveness rather than intersegmental effectiveness measured by the transfer rate. The next section highlights the problem of including students with no intentions of transferring to four-year colleges in the traditional transfer rate and provides recommendations for implementing the transfer readiness measure and a completed transfer readiness pilot study worksheet for the fall 1991 cohort. A memorandum from the American River College, a pilot study participant, describing procedures for calculating the transfer ready values, reviewing steps for processing data, and including to create a supportive relationship between the college and organizations in the private and public sector; (3) resource development, focusing on the establishment of the Office of Institutional Advancement which serves as the official conduit for external fund development, expansion of institutional relations, and maintenance of alumni affairs; (4) the appointment of the college's President to the executive council of the National Amigos de SER; (5) new programs, including the Travel and Tourism Industry Program and distance learning programs; and (6) increased conference participation. (TGI)

ED 392 507 JC 960 172

Wilson, Charles E.
Comparison of Final Course Grades in Introductory College Chemistry with or without Math Prerequisite.
PUB DATE- Dec 94
NOTE- 43p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; College Planning; Community Colleges; *Curriculum Development; *Curriculum Evaluation; *Grade Prediction; Introductory Courses; *Predictor Variables; *Prerequisites; Required Courses; Two Year Colleges
IDENTIFIERS- *Donnelly College KS

A study was conducted at Donnelly College, in Kansas, to determine whether taking a math course prerequisite affected students' final course grades in an introductory chemistry course. From a sample of 329 students who finished the chemistry course between fall 1985 and fall 1993, course grades were compared for 30 students who had completed the math prerequisite and 30 who had not. Study results indicated that the math prerequisite course was not a significant predictor of higher course grades in the introductory chemistry course. Although the samples used in the study were randomly obtained, the small sample size may have provided unwarranted conclusions. Recommendations from the study include the following: (1) the study should be reviewed by the math and science department administration; (2) the math and science administration should discuss other findings from the literature relative to prerequisite courses, specifically in science education; (3) the study should be replicated; (4) the results should be reviewed by other departments; and (5) a college-wide committee should be established to review the research findings in order to issue a set of recommendations and guidelines on prerequisites and other curricula matters. Contains 57 references. (TGI)

ED 392 508 JC 960 173

Culp, Kieta Osteen
Community Commons Program Development Manual.
PUB DATE- 1 Feb 96
NOTE- 105p.; Materials from a presentation made at "Workforce 2000," the Annual Conference on Workforce Training of the League for Innovation in the Community College (4th, Orlando, FL, January 31-February 3, 1996); part of the document contains photographs which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Crawford, Connie M.
Shadowing: An Innovative Perceptual-Motor Experience for Young Children.
PUB DATE- May 95
NOTE- 10p.; Paper presented at the NASEP/AAHPERD National Early Childhood Conference (Arlington, VA, May 25-28, 1995). Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Body Image; *Depth Perception; Early Childhood Education; Eye Hand Coordination; *Kindergarten Children; Perception Tests; Perceptual Development; *Perceptual Motor Coordination; Perceptual Motor Learning; Primary Education; *Psychomotor Skills; Spatial Ability; Visual Learning; Visual Perception
IDENTIFIERS- Body Awareness; *Shadowing

In 1988, 59 Kindergarten students were studied to determine the effect of "shadowing" on perceptual-motor learning. Shadowing is a method whereby the use of one's shadow provides visual feedback. The method developed from observing children's natural curiosity in creating shadows. Illuminated by sunlight outdoors or overhead projectors indoors, children standing between a wall and the light source interact with shadows created by themselves, others, or projected images. Shadowing activities are used to develop motor skills and spatial awareness. Students were randomly assigned to one of three groups using a stratified random sampling system. The first group participated in 10 minutes of shadowing tasks, along with 30 minutes of other perceptual motor activities. The second group did the same except for shadowing activities, and the control group received no perceptual activities. On several assessments, the shadowing group scored higher than the other two groups in body awareness, fine motor coordination, gross motor skills, visual motor integration, and depth perception. Females scored higher than males in all three groups. Follow-up studies have reconfirmed the results of the original study. (RB)

ED 392 526 PS 023 931

Butterfield, Edna D.; Johnston, John M.
The NAESP Standards for Quality Programs for Young Children: Principals' Beliefs and Teachers' Practices.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Early Childhood Education; *Elementary School Curriculum; *Elementary School Teachers; Open Education; Primary Education; *Principals; *Standards; State Surveys; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *National Association Elementary School Principals; Tennessee

In 1991, the National Association of Elementary School Principals (NAESP) published "Standards for Quality Programs for Young Children." The standards were designed to provide elementary school principals with guidelines for appropriate organizational and instructional practices for children in prekindergarten, kindergarten, and primary grade programs. The effect of these standards was studied in Tennessee via surveys of a random sampling of matched sets of principals and first-grade teachers. The survey sought to determine: (1) the degree of principals' agreement with the standards; (2) the extent to registries and records, reporting and investigations, sex offender registries, sexual abuse and exploitation, and victim and witness exploitation); (2) child care and early childhood education (including administration, background checks, financing and publicly funded programs, preschool services, regulation and licensing, school-age child care and child care in public schools, services for at-risk persons and family support, and support for providers); (3) child mental health (including administration and financing, and treatment); (4) child support enforcement (including administration, procedures, license revocation and suspension, enforcement, guidelines, health or medical support, income withholding, interstate enforcement, and paternity); (5) child welfare (including administration, adoption, family preservation and permanency plans, financing, legal procedures, out-of-home placement and foster care, and termination of parental rights); (6) family law (including custody and visitation, and domestic abuse); (7) general children, youth, and families (including administration and family support); (8) juvenile justice (including administration, disposition, financing, institutions, jurisdiction, procedures, records, and weapons offenses); (9) substance abuse and control (including license revocation and suspension, penalties, prevention and education, and tobacco use control); (10) welfare reform and public assistance (including Aid to Families with Dependent Children, general assistance, and housing and homeless assistance); and (11) youth-at-risk (including collaborative initiatives, missing and homeless children, school dropouts, teenage pregnancy, and youth employment). (DR)

ED 392 544   PS 024 043

Cowie, Helen; And Others
Cooperation in the Multi-Ethnic Classroom: The Impact of Cooperative Group Work on Social Relationships in Middle Schools.
PUB DATE- 94
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Cooperation; *Cooperative Learning; Curriculum Development; Elementary Education; Elementary School Curriculum; Elementary School Students; *Experimental Curriculum; Foreign Countries; Group Activities; Group Behavior; Group Dynamics; *Groups; Hidden Curriculum; Inservice Teacher Education; Interpersonal Competence; Interpersonal Relationship; Mainstreaming; *Peer Relationship; Sex Differences; Social Behavior; *Staff Development; Teamwork
IDENTIFIERS- Bullying; England

This book describes a British project which used cooperative group work as a curriculum approach to help reduce children's social difficulties and encourage cooperation and friendship across such barriers as race, sex, or disability. The book consists of eight chapters. Chapter 1 provides an overview of research findings and theory related to peer acceptance, friendships, and bully-victim problems in junior school (elementary) classrooms. Chapter 2 discusses theory and research related to ethnicity, relationships, and attitudes in children. Chapter 3 concentrates on cooperative group work in primary schools. Chapter 4 provides the background to the project, including project design. Chapter 5 describes inservice training and support for teachers in the values of cooperation that the teachers would promote in their classes.

rural life; (6) the effect of poor roads on rural life and suggested improvements for roadways; (7) the country school as an agency in the solution of the farm problem; (8) the consolidation of country schools and the consolidated school's role as a community center; (9) issues related to the leadership role of the country teacher; (10) problems associated with teaching in rural schools, including the physical environment of the country school, socializing the country school and making it an institution of community service, and vitalizing and enriching the country school's course of study; (11) the need for specialized training of country teachers; (12) difficulties with country school supervision and suggested improvements, including increasing the efficiency of county superintendents; and (13) an overview of the Country Life Movement and its influence on the improvement of rural life and rural education. Contains a bibliography, an index, and numerous photographs. (LP)

ED 392 563   RC 020 218

Kirkpatrick, Marion G.
The Rural School from Within.
PUB DATE- 18
NOTE- 309p.; Xerox copy of original book, reproduced two pages per landscape pages. This book is cited by Mary Phillips Manke in her article "The Rural Teacher in the Early 1900's" (EJ 478 228) as a classic of rural education literature; see also RC 020 215-218, 435, 451-452, 470.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Beginning Teachers; Boards of Education; Classroom Techniques; Curriculum; Discipline; Educational History; *Educational Improvement; *Educational Practices; Elementary Secondary Education; Higher Education; Personal Narratives; Preservice Teacher Education; Rural Areas; *Rural Schools; *School Community Relationship; School Role; Teacher Role; Teaching Conditions; *Teaching Experience
IDENTIFIERS- Kansas; Rural Culture

Written in 1917, this book relates the author's experience as a beginning teacher in rural Kansas. The purpose of the book was to provide preservice teachers an overview of educational practices in rural schools at that time. In addition, educational policies are proposed that specifically aim to improve rural schools. The author was barely 20 years old with no teaching experience when he was assigned to a rural school in Kansas. Upon inspection of the school, he was surprised to find there were no crayons, erasers, maps, or other supplies. He soon realized that the community had high expectations for him both as a teacher and as a member of the community. The school was an integral part of the rural community and served as the social center, with such activities as religious worship, singing schools, literary societies, spelling schools, and occasional parties. The author discusses the loneliness he experienced, and the relationships he had with students, with the school board, with parents, and with the community. He relates his own experiences in disciplining students, teaching various subjects, and learning to respect and value the rural way of life. Several chapters describe teaching methods for basic subject areas and also offer strategies for integrating music, stories, and plays into the curriculum. Several concluding suggestions are offered for improving rural schools, one of which involves school consolidation. It is proposed that rural schools could only meet higher expectations and fees for better proximity to schools found that, although many rural households lived far from the nearest secondary school, the potential reduction in travel expenses would fall far short of the increased cost of schooling. However, the analysis neglected potential nonfinancial benefits of improved school proximity. Contains 49 references. (SV)

ED 392 579 RC 020 464

Alderman, Harold; And Others
Public Schooling Expenditures in Rural Pakistan: Efficiently Targeting Girls and a Lagging Region.
PUB DATE- Nov 95
NOTE- 36p.; In: van de Walle, Dominique, Ed., and Nead, Kimberly, Ed. "Public Spending and the Poor: Theory and Evidence." Baltimore, Johns Hopkins University Press, 1995. Chapter 8 (p187-221).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Cognitive Ability; *Cost Effectiveness; Costs; Educational Attainment; *Educationally Disadvantaged; Educational Policy; Educational Quality; Elementary Education; Enrollment; Foreign Countries; Public Education; *Resource Allocation; *Rural Education; Sex Differences; *Womens Education
IDENTIFIERS- *Pakistan

This chapter focuses on the substantial gaps in school enrollments and cognitive achievement between boys and girls in rural Pakistan and between a relatively prosperous district (Faisalabad, Punjab) and a poor district (Badin, Sind). An important policy question is whether the allocation of educational expenditures to target disadvantaged groups will assure more equitable schooling outcomes. Surveys conducted in rural Pakistan provided data on literacy, numeracy, educational achievement, preschool reasoning ability, parental schooling and income, student school costs, and school quality. Data on 637 respondents aged 10-25 were used to assess the relative impacts of targeted improvements in schooling quality versus school quantity. By using estimated earnings functions that translate cognitive skills gains into income gains and by linking income gains to estimated costs of improvements, rates of return on investment were generated for: (1) providing a low-quality primary school (K-5) where none was available previously, (2) raising primary school quality from low to high, and (3) enabling the graduate of a low-quality primary school to complete middle school. Findings indicate that local school availability accounted for 40 percent or more of gender and regional gaps in cognitive achievement. Making even low-quality primary schools available had the highest return for all groups except girls. In all cases, raising the quality of primary schools had a substantially higher rate of return than expanding middle-school availability. Targeting educationally disadvantaged groups would involve little, if any, sacrifice in aggregate returns to society in Pakistan. Contains 55 references. (SV)

ED 392 580 RC 020 465

Hammer, Jeffrey S.; And Others
Distributional Effects of Social Sector Expenditures in Malaysia, 1974-89.
PUB DATE- Nov 95
NOTE- 36p.; In: van de Walle, Dominique, Ed., and Nead, Kimberly,

assessment of students' mathematical understanding through analysis of teachers' prediction of students' performance on a fraction test, videotaped tutoring sessions with one LEP student and one non-LEP student, and subsequent individual interviews with teachers and students. This research found that teachers' different instructional scripts created differential opportunities for teachers to assess students' mathematical understanding. Results indicate that teachers know less about LEP students' mathematical understanding than non-LEP students' understanding. Teachers need assistance in closing the gaps between how they believe they teach and assess LEP students' understanding and how they actually do. Contains 16 references. (Author/MKR)

ED 392 601 SE 057 700

Civil, Marta
Bringing the Mathematics to the Foreground. Draft.
SPONS. AGENCY- National Center for Research on Cultural Diversity and Second Language Learning, Santa Cruz, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Instruction; *Minority Group Children; Models

The goal of this paper is to explore possible explanations for why mathematics seems to remain in the background for many minority students. First, a brief background for a project to develop mathematics teaching that builds on students' backgrounds and experiences is provided. This is followed by a brief look at the theoretical framework supporting the project. Then, four learning modules are summarized and their mathematical potential as well as missed opportunities are discussed. Finally, a discussion of the difficulties in bringing mathematics to the foreground is given. Contains 45 references. (MKR)

ED 392 602 SE 057 703

Downer-Assaf, Martha E.
Analyzing the Amount of Time a Student Studies Math.
PUB DATE- Apr 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Selection (Students); *Cultural Influences; *Family Influence; High Schools; *High School Students; *Secondary School Mathematics; *Sex Differences

This paper examines some of the determinants of the length of time, in terms of Carnegie units of mathematics taken, that individuals spend studying mathematics in high school. Particular attention focuses on how gender and race combine to influence the amount of mathematics students take. Data from

Investigations; Natural Resources; Role Playing; Science Activities; *Water Pollution; *Water Quality

Part of the Understanding Our Environment project that is designed to engage students in investigating specific environmental problems through concrete activity and direct experience, this unit contains a role-play activity in the form of a public inquiry into the cause of a fish kill on a river that runs through the fictional town of Oakwood. A variety of past and present, actual and potential problems are suspected, and the need for remedies is considered. Students represent the interests and concerns of townspeople and of special groups and in the process learn to appreciate the complexity of environmental issues. Objectives include: identifying a variety of possible causes of freshwater pollution; considering the impact of human activities on a waterway; learning about various aspects of water use, water quality, and water pollution; learning about water conservation and wastewater treatment; engaging in problem solving, analysis, and debate; considering the roles and responsibilities of citizens and businesses; developing an awareness of the different perspectives that are brought to environmental issues; experiencing the need to consider costs, risks, and benefits in attempting to solve problems; and recognizing the importance of accurate information and an informed citizenry in protecting and improving the environment. (JRH)

ED 392 626 SE 057 846

Ojo, David A.
Barriers to Functional and Qualitative Technology Education In Developing Countries: Nigeria as a Case Study.
PUB DATE- Jan 96
NOTE- 26p.; Paper presented at the Jerusalem International Science and Technology Education Conference (2nd, Jerusalem, Israel, January 8-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; Foreign Countries; Higher Education; Scientific Literacy; Secondary Education; Technology; *Technology Education
IDENTIFIERS- Africa; Nigeria

Science and Technology have been widely recognized as the most important potent tools for socio-economic development. This paper begins with a brief critical and evaluative review of the status of science and technology education in developing countries in Africa. The conceptual framework and the major features of a functional and qualitative technology education that should be emphasized by developing countries for the effective implementation of their policies on science and technology are discussed. Nigeria is used as an example to critically analyze various barriers to functional and qualitative education that have made the implementation of the science and technology policies and the realization of their objectives rather elusive. The paper also highlights some important strategies by which these barriers could be removed so that technology education could fulfill the expected role of enhancing the right kind of technological development that could transform the developing countries from non-pioneer to pioneer technology countries. Contains 21 references. (JRH)

ED 392 627 SE 057 853

Functions", "Wetlands as Home", "How People Manage Wetlands", and "Action for Wetlands". Each chapter starts with a short list of themes and recommended activities. Information throughout the background chapters is cross-referenced to specific activities. Materials on organizing field trips, making inexpensive sampling equipment, and getting involved in wetland enhancement and stewardship are also included. The activities are separated into the following groups: general wetland concepts and definitions, plants and animals, water, soil, and culture and issues. Suggestions for wetland study units for various age groups and logical activity sequences are also included. Contains appendices on planning and developing a schoolyard wetland habitat and a list of educational supplements, books, films and videos, posters, and organizations to contact for assistance. (JRH)

ED 392 648 SE 058 045

Nelson, Dennis; And Others
Project WET: Curriculum & Activity Guide. K-12.
SPONS. AGENCY- Bureau of Reclamation (Dept. of Interior), Washington, D. C.
PUB DATE- 95
NOTE- 516p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Cooperative Learning; Elementary Secondary Education; Environmental Education; Hands on Science; Interdisciplinary Approach; *Natural Resources; Science Activities; Science Experiments; *Water; *Water Resources

Project WET (Water Education for Teachers) is a nonprofit water education program for educators and young people. This curriculum and activity guide for kindergarten through twelfth grades is a collection of innovative, water-related activities that are hands-on, easy to use, and fun. The activities incorporate a variety of formats such as large and small group learning, whole-body activities, laboratory investigations, discussion of local and global topics, and involvement in community service projects. This guide focuses on people's relationships to water and also addresses water's chemical and physical properties, quantity and quality issues, aquatic wildlife, ecosystems, and management strategies. The activities included promote critical thinking and problem-solving skills. The section on teaching strategies includes a variety of strategies for assessment, student action, and cooperative learning. The activities are divided into the following groups: physical and chemical characteristics of water; the importance of water for all life processes; the place of water in Earth systems; water as a natural resource; management of water resources; the social context; and the cultural context. Appendices include Project WET curriculum framework, national field test and review, assessing student learning, and supplementary resources. (JRH)

ED 392 649 SE 058 056

Lawrence, Allan; Parkin, Christopher
Environmental Education throughout FE. 2: A Model and Unit of Environmental Learning Outcomes. FEDA Paper.
PUB DATE- 95
NOTE- 32p.; For part 1, see SE 057 951.

things most surprised you? and (4) What three things do you need more information about to make sense of them? (EH)

ED 392 670 SO 025 643

Ishumi, Abel G. M.
30 Years of Learning: Educational Development in Eastern and Southern African from Independence to 1990.
PUB DATE- 94
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Developing Nations; Economic Development; Educational Change; *Educational Development; *Educational Improvement; Educational Planning; *Educational Policy; Educational Technology; Foreign Countries; *Foundations of Education; Program Development; Technical Education; Vocational Education
IDENTIFIERS- Botswana; Kenya; Lesotho; Malawi; Swaziland; Tanzania; Uganda; Zambia

This book provides an historical and comparative review of educational policies and practices in eight countries of eastern and southern Africa in the period since political independence. These policies and educational changes were articulated in the 1960s, 1970s, and 1980s, decades characterized by high socioeconomic and political expectations. Education was viewed as the key to development and commanded an important place in the development process. This study highlights the major achievement of this time, especially the expansion of primary, secondary, and higher education. The volume also points out the problems and dilemmas faced during implementation of the educational policies, as well as the outcomes of some of these policies. The book discusses the persistent problems accompanying curriculum change, improvement in quality of schooling, vocational and technical education, science education, and language policy. Useful lessons to policymakers are drawn with the successes and failures of various countries' policies. The complexity of educational change is a lesson that clearly emerges, as is the need for partnership among the state, communities, teachers, and other actors in the education sector. The eight chapters include: (1) "Introduction"; (2) "Primary Education"; (3) "Secondary Education"; (4) "Higher Education"; (5) "Science Education"; (6) "Vocational and Technical Training"; (7) "Language of Instruction"; and (8) "Conclusions and Policy Implications." (EH)

ED 392 671 SO 025 664

Priorities and Strategies for Education: A World Bank Review. Development in Practice Series.
PUB DATE- Aug 95
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Economic Development; Educational Change; *Educational Development; Educational Improvement; Educational Planning; *Educational Policy; Educational Trends; Elementary Secondary Education; Family (Sociological Unit); *Females; Foreign Countries; Health;

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Resources; Computers; Cultural Centers; Display Aids; Educational Facilities; Elementary Secondary Education; *Exhibits; *History; Material Culture; *Multimedia Materials; *Museums; *Preservation; Realia; Resource Centers; Social Studies

This paper asserts that interactive exhibits are more than just hands-on activities but utilize a range of techniques. The variety of techniques is explained with examples of various types of exhibits to involve the visitor in learning more about the exhibit. The paper presents several examples that strike a balance between educating in history museums and preserving collections. Topics addressed include different learning styles, multicultural education, John Dewey's ideas of building on previous learning, social history, hands-on exhibits and the question of preservation of artifacts, multisensory exhibits and living history exhibits, participatory exhibits, interactive computers, and response books. (Contains 21 references.) (EH)

ED 392 694 SO 025 848

Progress Revisited: The Quality of (Work)Life of Women Teachers.
PUB DATE- Jul 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights; Elementary Secondary Education; *Employed Women; Feminism; Foreign Countries; Higher Education; *Quality of Life; Sex Discrimination; Sexual Abuse; Sexual Harassment; Teacher Rights; Verbal Abuse; *Women Faculty; *Womens Studies
IDENTIFIERS- Canada

This study explores the elusive concept of "Quality of Life" of women teachers in Canada. It is clear that both gender and profession mediate quality of life and overlap in ways researchers are just beginning to understand. The experiences of men have been the yardstick against which women's progress in the teaching profession has been measured. The research shows that positions of women in education have been segregated internally by the profession and remain so, even after 20 years of reform efforts. The slow rate of change shows that change is happening, but that rate can be discouraging by its slowness. In the move toward educational reform, questions of equality are raised as schools are encouraged to become more like the "men's world" with product-orientation, rather than child-centered. The table of contents lists four chapters: (1) "Progress Revisited: The Quality of (Work)Life of Women Teachers"; (2) "Measuring the Gap"; (3) "(Women) Teachers in Canada: Their Work and Quality of Life"; and (4) "Revisiting Progress: Contemplating the Future." Twenty-one tables and 22 figures accompany the text. (EH)

ED 392 695 SO 025 849

Gizzi, Michael C.
Cyberspace and the Political Science Classroom: Reflections on Using the Internet and On-Line Conferencing.
PUB DATE- Sep 95
NOTE- 30p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31-September

and history-centered supporters. This essay examines disputes over curricular issues in social studies from the 1910s to the 1960s when the debates over substantive issues begin to stall. The paper advocates an historical examination of the first cycle of social studies debates to reveal a great deal about the nature and practice of the field. Contains 160 references. (EH)

ED 392 718 SO 026 030

Osborn, Barbara; Davis, J. Francis
Images of Conflict: Learning from Media Coverage of the Persian Gulf War. A Media Literacy Workshop Kit.
PUB DATE- 91
NOTE- 69p.; Some pictures may not photocopy clearly. Accompanying videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Current Events; Deception; Foreign Countries; Mass Media; *Mass Media Effects; *Mass Media Role; Mass Media Use; *Media Research; *Multicultural Education; News Media; Press Opinion; *Propaganda; Public Opinion; Secondary Education; Social Studies
IDENTIFIERS- *Gulf War

This workshop kit consists of: (1) 30-page "Leaders Guide and Handout Masters"; (2) 12-minute videotape, "Lines in the Sand"; (3) special 24-page issue of the journal "Media & Values" on the theme "The Media: in War and Peace"; and (4) an 8-page booklet on the basics of media literacy, "From Awareness to Action: Media Literacy for the '90s." The kit is designed for a two-part study of the role of media in society by using the coverage of the Persian Gulf War as a case study. By using background materials, specialized exercises, action suggestions, and analytical frameworks, this kit provides the tools viewers need to understand the media's continuing role in society and explore implications of that role for the citizen. The two sessions focus on: (1) "The Right to Know: How the Pentagon Managed the Media"; and (2) "Us Against Them: How the Media Create Enemies." Student materials, handouts, background readings, and follow up materials are included. (EH)

ED 392 719 SO 026 031

Davis, J. Francis; And Others
Parenting in a TV Age: A Media Literacy Program for Parents. A Media Literacy Workshop Kit on Children and Television.
PUB DATE- Sep 91
NOTE- 96p.; Some pictures may not photocopy clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advertising; Antisocial Behavior; *Commercial Television; Mass Media; *Mass Media Effects; *Mass Media Role; Mass Media Use; Media Research; Merchandising; Parent Education; *Parenting Skills; *Parent Materials; *Television Commercials; Violence
IDENTIFIERS- Media Literacy

PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; *Cultural Awareness; Education Courses; Elementary Secondary Education; Ethnic Studies; *Field Experience Programs; Higher Education; Minority Groups; *Multicultural Education; *Practicums; *Preservice Teacher Education; Student Exchange Programs; Student Teaching; *Teacher Education Programs
IDENTIFIERS- Preservice Teachers; *Valley City State University ND

The minority population in North Dakota is very small, less than five percent. Most of the students at Valley City State University (VCSU) are white and from middle class families; only about eight percent of the student body represent diverse cultures. Public schools in the state also have a low enrollment of minority students. Although these conditions make it difficult to provide preservice teachers field experiences in culturally diverse classrooms, VCSU has a program for preparing teachers for success in multicultural classrooms. The program is divided into two basic parts: The first is designed to help students gain a better understanding and appreciation of the country's cultural heritage; the second part provides field experiences in culturally diverse classrooms. Current components of the multicultural education program include a required course on North Dakota Indians, special courses in Japanese culture and various American Indian cultures, and some multicultural content in astronomy, geology, art, and music courses. Proposals include creation of a university committee to plan a minimum of one seminar each semester devoted to increasing understanding and appreciation of the various cultural groups in the United States, a foreign film program, and videotapes from recent VCSU graduates who teach in culturally diverse classrooms. Current field experiences include placements in culturally diverse elementary schools, and bilingual education and English as a second language classes and programs; a student exchange program with a university in LaPaz, Baja California Sur; and opportunities for preservice teachers to visit an Indian Reservation school to observe differences in culture and the effect of these differences upon teaching and learning. A proposal is being considered that would require every preservice teacher to complete 40 clock hours of work in multicultural classrooms before graduating from the program. (ND)

ED 392 743 SP 036 476

Ganser, Tom
Students' Perceptions of Appropriate Placements for an Early Field Experience.
PUB DATE- 27 Feb 96
NOTE- 31p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Education Majors; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Special Education; *Student Attitudes; *Student Experience; Teacher Education Programs

teaching is investigated, as perceived by students through the criterion of their academic performance. A 2-part questionnaire was developed and presented to 528 graduating high school students in Cyprus in 1994-95. Part 1 consisted of four questions on student gender, academic performance, and area of studies. Part 2 consisted of 41 statements or factors of effective teaching; each factor was rated individually and as part of the group by the students. Grade point average was the criterion for viewing the data of this study; 4 groups of students were identified based on grade point. Results yielded 26 forms of effective teaching based on this average. Overall, the seven most important factors associated with promoting effective teaching, as perceived by students, were: (1) correction of student errors; (2) variety in teaching practices; (3) display of teacher liveliness during the lesson and eye contact with students; (4) movement of teacher around the room; (5) ending the lesson with a content review; (6) clear and complete directions by the teacher; and (7) the use of appropriate student ideas. It was found that teacher effectiveness is viewed differently by good and poor students: the higher the academic performance of the student, the higher the degree of recognition of forms of effective teaching. Appendixes include the survey instrument presented in both English and Greek. (Contains 51 references.) (NAV)

ED 392 761   SP 036 502

Highlights from the First World Congress of Education International.
PUB DATE- Jul 95
NOTE- 173p.; Papers presented at the World Congress of Education International (1st, Harare, Zimbabwe, July 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Child Labor; Civil Liberties; Civil Rights; *Economic Development; Elementary Secondary Education; Foreign Countries; Higher Education; *Indigenous Populations; *International Education; International Organizations; Politics of Education; *Public Education; *Womens Studies; Youth
IDENTIFIERS- *Teacher Status; *Union Rights

The papers in this volume reflect the general theme of the congress, "Educators United, Ready for Change." A theme that emerged during the conference concerned the need to fight structural adjustment programs, imposed by the World Bank or the International Monetary Fund, which were destroying the educational and social infrastructure of many countries in the developing world, as well as in Central and Eastern Europe, and imposing "solutions" which did enormous harm to public education and to the work and living standards of teachers. A number of key debates and resolutions condemned this trend and demanded that Education International (EI) develop its own alternative strategies to build economic and social policies at the national and international levels, incorporating a strong commitment to public education. Another major theme that emerged was the issue of human and trade union rights, which engendered debates on a range of issues including women's rights, the rights of indigenous peoples, and the role of education in combating Acquired Immune Deficiency Syndrome (AIDS). Issues covered by other substantive motions included the status of teachers, child labor, youth training, EI s development cooperation program, and the resumption of French nuclear testing in the Pacific. The first half of the linkage for interactive collaborative classes; structured pre-student and student teaching experience; use of the university's professional development model to facilitate FHS's targeted goals; a proposal for integrating curriculum; a collaborative effort with Special Education, Special Olympics; and planning for the composite curriculum course to be taught on site. The following documents are included: Consociate School Partnership Agreement between Eastern Michigan University and Farmington Public Schools; a photocopy of a news story on the collaboration; a list of successes achieved, projects undertaken, and projects planned; a reprint of an article "Farmington High and Eastern Michigan Collaborate" (James R. Myers) from "Secondary Education Today: Journal of the MASSP" (v36, n2, Fall 1994); and "Farmington High School Consociate School Program Assessment Plan" (Draft). (ND)

ED 392 779 SP 036 527

Sanders, Jo
Institutionalizing Gender Equity in Teacher Education.
PUB DATE- Feb 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Educational Discrimination; Elementary Secondary Education; *Equal Education; Faculty Development; Higher Education; Mathematics Education; Mathematics Teachers; *Methods Teachers; Preservice Teacher Education; Science Education; Science Teachers; *Sex Bias; *Sex Discrimination; Technology
IDENTIFIERS- *Gender Issues; Reform Efforts

This paper looks at the Teacher Education Equity Project, which was designed to bring gender equity to teacher education. Carried out from 1993 to 1996, the project worked with 61 teachers in 27 states who taught methods courses in mathematics, science, and technology to help them teach their preservice students about gender equity. The project was accomplished via a five-day seminar with eight instructors, large quantities of materials, $750 per participant to carry out a mini-grant project, a listserv, bimonthly newsletters, a three-day follow-up meeting conducted by participants themselves, and a considerable amount of support from project staff. The project has had a multiplier effect. In only one year, the 61 teacher educators taught a total of 5,000 preservice education students about gender equity in mathematics, science, and technology, as well as 5,000 others--colleagues, inservice teachers, and parents. Early results indicate that the percentage of participants whose syllabi mentioned gender equity doubled from 23 to 48 percent, while those whose syllabi specifically targeted gender equity increased sevenfold, from 4 to 27 percent. Pre/post teaching measures indicated that 85 percent of participants changed in a more equitable direction. Other problems remain, however. For example, while students learn about these issues in their methods classes, these perceptions must be reinforced in subject courses, other education courses, and by cooperating teachers. In a survey of 344 mathematics, science, and technology methods teachers at American Association of Colleges for Teacher Education (AACTE) institutions, only 17 percent

PUB DATE- 95
NOTE- 684p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Educational Objectives; *Educational Practices; *Educational Research; Educational Theories; Elementary School Teachers; Elementary Secondary Education; Encyclopedias; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Secondary School Teachers; Teacher Characteristics; Teacher Education Curriculum; Teacher Education Programs; Teacher Educators; *Teaching (Occupation); Teaching Models; Teaching Skills

This 140-article encycolpedia is intended for those who wish to obtain an overview of a specific area of education in a fairly short period of time. Members of this audience include: graduate students, university professors working outside their area of expertise, and classroom teachers searching for a body of knowledge to inform, guide and/or justify their teaching practices. The volume has two parts. Part A, on teaching, contains eight sections on the following topics: (1) the nature and characteristics of teachers; (2) theories and models of teaching; (3) instructional programs and strategies; (4) teaching skills and techniques; (5) school and classroom factors; (6) students and the teaching-learning process; (7) teaching for specific objectives; and (8) the study of teaching. Part B, on teacher education, contains three sections on the following topics: (1) concepts and issues in teacher education; (2) generic initial teacher education; and (3) continuing teacher education. Each of the sections has its own introduction and a complete bibliography with suggestions for further reading. Extensive name and subject indexes are also included. (LL)

ED 392 796 SP 036 585

Fleming, Douglas S.; Hange, Jane E.
Marginal Learners: Identification, Prevention, and Intervention. An AEL School Excellence Workshop.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 537p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Board of Education Policy; *Classroom Techniques; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *High Risk Students; Inservice Teacher Education; Resource Materials; Secondary School Students; Secondary School Teachers; *Student Motivation; Student Needs; *Teacher Workshops; *Teaching Methods; Training Methods; Training Objectives

The purpose of the workshops presented in this notebook is to: (1) help educators learn about the needs of marginal learners (described as students, preschool through twelfth grade, whose academic performance may be less than that of their classmates or whose behavior may interfere with learning); (2) identify proven practices in both classroom and school-level intervention programs; and (3) begin planning improvement

Examinations; *Estimation (Mathematics); *Goodness of Fit; Graduate Study; Higher Education; Models; Regression (Statistics); *Test Validity
IDENTIFIERS- *Graduate Record Examinations

Operational procedures for the Graduate Record Examinations Validity Study Service are reviewed, with emphasis on the problem of frequent occurrence of negative coefficients in the fitted within-department regressions obtained by the empirical Bayes method of H. I. Braun and D. Jones (1985). Several alterations of the operational procedures are proposed that would reduce the frequency of negative coefficients, and, if desired, completely eliminate them. It is argued, however, that there are no a priori reasons for assuming that all the coefficients are nonnegative. Reports of the fitted within-department regressions should be based on a single model, that would be found by model exploration. The estimation procedures could be improved by employing more flexible software for modeling between-department variation. Appendixes describe extended shrinkage in the empirical Bayes estimation and give common within-department variance. (Contains 2 tables, 5 figures, and 13 references.) (Author/SLD)

ED 392 816 TM 024 454

Morgan, Rick; Stevens, Joe
Experimental Study of the Effects of Calculator Use on the Advanced Placement Calculus Examinations.
PUB DATE- Jan 91
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advanced Placement; *Calculators; *Calculus; College Bound Students; High Schools; *High School Students; *Item Bias; Performance; Scores; Sex Differences; Test Items; *Test Results
IDENTIFIERS- *Advanced Placement Examinations (CEEB)

Advanced Placement Calculus examinations were administered to nearly 7,000 students in order to determine the impact of calculator use. Both experimental examinations had two sections. Section I items were designed so that a calculator was not needed, but approximately half of the students were permitted to use calculators. Section II items required a calculator to arrive at the correct solution, and all students were permitted calculator use. Calculator use resulted in a substantial improvement in performance for 3 of the 40 Section I items. The internal consistency reliability of the Section I items was higher for students not permitted calculator use. A pattern of negative delta differential item functioning (D-DIF) values for the Section II items indicated that these items were differentially more difficult for females than the Section I items. The D-DIF value of only one Section I item appeared to be substantially impacted by calculator use. Total test scores were found to be higher for those permitted to use calculators, for males in comparison to females, and for those reporting the use of advanced calculators (capable of graphics or the taking of derivatives) in comparison to those reporting the use of scientific calculators. Three appendixes present questions for Calculus AB and BC tests and responses to the student questionnaire. (Contains 3 tables and 13 figures.) (Author/SLD)

ED 392 817 TM 024 455

Mislevy, Robert J.; And Others

IDENTIFIERS- Preservice Teachers; *Scenarios

This paper contains two scenario-type assignments for students in a university tests and measurements class as well as a collection of materials developed by actual students in response to these assignments. An opening explanation argues that education students, often nearing the end of their program when they take the tests and measurement course, may benefit most from being placed in the position of teacher and being asked to exercise professional judgment. The first scenario asks the student to imagine they have been hired to replace a teacher on extended leave to develop the foundation for teaching a unit of study. The student develops a Unit Table of Specifications and evaluation instruments. The second project has students develop a personal philosophy of grading through an exercise where they proceed as if they has been asked to chair a school committee on academic performance assessment. The assignment includes requires the student to consider school policies, third term grades, profiles of students, and project grading criteria. The appended student developed materials in response to these assignments are: (1) an instructional unit titled "La Familia," a grade 9, Spanish language unit on the Spanish-speaking family and family environment; (2) "Science at the Cemetery," a grades 6, 7, and 8 instructional unit; and (3) two grading philosophy statements, one in a descriptive format and one in the form of a letter to parents. (JB)

ED 392 361   HE 028 961

Haralson, Mitchel, Jr.

The Influences of Gender, School Year, and Socioeconomic Status on Assertiveness for Blacks at Predominantly White Universities.

PUB DATE- 95

NOTE- 29p.; Paper presented at Annual Meeting of the Georgia Educational Research Association (20th, Atlanta, GA, October 26, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Assertiveness; Behavior Patterns; *Black Students; College Freshmen; College Juniors; College Students; Higher Education; Qualitative Research; Self Expression; Sex Differences; Socioeconomic Influences; *Student Attitudes; Student Development; Universities

IDENTIFIERS- College Self Expression Scale; United States (Southeast)

This study investigated the influences of gender, school year, and socioeconomic status on assertiveness for black students attending four predominantly white, southeastern universities. The study employed a combination of quantitative and qualitative techniques. Quantitative data on assertiveness were collected from 560 black freshmen and juniors with the "College Self Expression Scale." The qualitative aspect of the study employed semi-structured personal telephone survey interviews with 21 key black student informants and attempted to identify unique beliefs, attitudes, and campus experiences associated with assertiveness. Analysis found that traditional gender related assertiveness differences tended to be associated with on-campus social behaviors whereas non-traditional gender differences tended to be associated with on-campus academic behaviors. This may help explain why respondents who rated themselves as assertive in quantitative surveys, later claimed to be passive or even submissive in the qualitative research. In addition, passive freshmen appeared to be intimidated by the

Processes; *College Instruction; Foreign Countries; Higher Education; Individual Differences; *Instructional Effectiveness; *Lecture Method; Student Characteristics; Student Motivation; Teacher Behavior; Teacher Student Relationship; *Test Anxiety

The present study investigated the interaction between college student entry characteristics and effective instruction. The experimental design involved 380 introductory psychology students and consisted of a Lecture Organization (low, high) by Test Anxiety (low, moderate, high) 2 x 3 design. The dependent variables included student attention, achievement, cognition, affect, and motivation observed during a lecture presentation. A set of hypotheses dealt with identifying which types of students, and under what teaching conditions, learning was enhanced or thwarted. First, test anxiety yielded differences in student learning outcomes. Second, analyses of Test Anxiety with Lecture Organization yielded relatively consistent patterns across a number of learning outcomes: lecture attention, student achievement, perceptions of control, affect, and motivation. High text-anxious students were unable to benefit directly from high-organized instruction though organized instruction did increase these students' motivation to attend future classes. Specific explanations are postulated on how the differences in effective teaching behaviors and student differences may operate together to produce ideal and less than ideal learning environments. Finally, a number of new directions are provided for future research and suggestions are made for classroom instructors and college students. (Contains 82 references.) (Author)

ED 392 379 HE 028 979

Schonwetter, Dieter J.; And Others
An Empirical Comparison of Two Effective College Teaching Behaviors: Expressiveness and Organization.
PUB DATE- 15 Apr 95
NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Affective Behavior; Attention; Class Organization; *College Instruction; Comparative Analysis; *Course Organization; Extraversion Introversion; Foreign Countries; Higher Education; *Instructional Effectiveness; Lecture Method; Teacher Behavior; Teacher Effectiveness; Teaching Methods

The present study drew on existing theories and research to further uncover the mysteries of the college teaching/learning paradigm, particularly the causal links between effective instruction and student learning of novel lecture material. The experimental design involved 380 introductory psychology students and consisted of a Lecture Expressiveness (low, high) by Lecture Organization (low, high) 2 x 2 design. Four teaching conditions were defined by the following manipulations: low expressiveness/low organization, low expressiveness/high organization, high expressiveness/low organization, high expressiveness/high organization. The dependent variables included student attention and achievement. The results extended previous correlational research. For instance, organization showed consistent differences in student attention and achievement: (1) organization influenced students'

PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; *Educational Assessment; Elementary Secondary Education; Information Networks; Inservice Teacher Education; *Internet; Program Evaluation; *State Programs; Surveys; *Use Studies
IDENTIFIERS- *Nebraska

The goals of the Internet Evaluation Project, undertaken cooperatively by the University of Nebraska at Omaha and the Nebraska Consortium of Educational Service Units, focus on a long range assessment of Internet integration into the K-12 Nebraska schools and the support delivered by the Educational Service Units (ESUs). The purpose of this report is to relate progress, after 24 months, of a comprehensive evaluation process, which is examining the impact on teachers, students, and schools. In addition to a pre-training and post-training teacher survey data, information is being gathered from machine-based ESU server support data, and observed classroom uses and projects. Each of the teacher survey, server, and innovative use data sources was examined for related implications, with cross-referencing between sources conducted when appropriate. General implications include: (1) significant progress is being made for the implementation of LB 452, and LB 860 promises to also assist in Internet integration; (2) community interest is continuing to parallel educational interest; (3) statewide dialogue is becoming increasingly important; and (4) Nebraska continues to play a national leadership role. Appendices provide the pre- and post-training surveys; pre- and post-training survey graphs; the Internet coordinator's data request form; the innovative user electronic mail protocol; and innovative user interview protocol. (Contains 24 references.) (AEF)

ED 392 395 IR 017 681

Overlock, Terrence H., Sr.
Development of a Multi-Year Plan for the Integration of Multimedia Technology into the Learning Environment at Northern Maine Technical College.
PUB DATE- Nov 95
NOTE- 236p.; Ed.D. Dissertation, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Software Selection; *Educational Change; *Educational Planning; Higher Education; Human Resources; Instructional Materials; Integrated Activities; Labor Force Development; *Long Range Planning; *Multimedia Instruction; Multimedia Materials; *Needs Assessment; Program Implementation; Teaching Methods
IDENTIFIERS- Learning Environments; Multimedia Technology; *Northern Maine Technical College; Technology Integration; *Technology Plans

This dissertation details a plan for integrating multimedia technology into the learning environment at Northern Maine Technical College (NMTC), considering available hardware and software, the implications for campus-based and distance education, and needs for instructional, organizational, and human resource development. A literature review uncovered a wide range of available hardware and software, success stories of multimedia integration at other institutions, and the need

Faculty Attitudes; *Instructional Support Services

This keynote address seeks to establish a definition for "instructional technology" that does not emphasize computer hardware and software but instead focuses on human skills, resource management, problem solving, and educational settings. Also discussed are ways in which technology like electronic mail and the world wide web has penetrated institutions of higher learning and has caused shifts in learning and instructional paradigms. Barriers to faculty use of instructional technology range from a lack of administrative commitment to poorly equipped classrooms and disproportionate access. So many barriers exist, in fact, that much of what faculty has accomplished with technology has happened in spite of, rather than because of, the campus environment. This paper concludes that faculty have the right to: (1) a reward system that places a high value on teaching and innovative teaching methods in addition to research activities; (2) an institutional climate that encourages the use of technology; (3) an institutional commitment to technology in university planning documents and budget appropriations; (4) an administration that sets the pace via its own use of technology; (5) a campuswide instructional technology support infrastructure; (6) easy access to technology-based display systems in the classroom, to course development resources, and to consultation and production support services; and (7) training programs related to classroom technology applications. This kind of milieu is crucial because students and employers expect universities to produce a workforce versed in the technologies of our information-rich society. (Contains 22 references and 30 a list of additional resources.) (BEW)

ED 392 413 IR 017 704

K-12 Computer Networking.
PUB DATE- 95
NOTE- 33p.; For earlier treatment of same theme, see ED 355 940.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Mediated Communication; Educational Policy; *Educational Resources; Educational Technology; Elementary Secondary Education; Information Networks; *Information Sources; Internet; *Online Systems; *Reference Services; Teacher Education
IDENTIFIERS- *AskERIC; *ERIC; Gopher; World Wide Web

The "ERIC Review" is published three times a year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue is intended to help teacher educators, administrators, librarians, adult educators, and individual teachers introduce others to education resources on computer networks. There are nine articles including: (1) "Teaching Teachers to Use Telecomputing Tools" (Judi Harris); (2) "Classrooms Online: How One Teacher Got Started" (Bonnie L. Bracey); (3) "The Internet and Acceptable Use Policies: What Schools Need to Know" (Kay Day and Lynne Schrum); (4) "Network Terms to Get You Though the 1990s" (Barak Stussman); (5) "Federal Initiatives in Educational Technology" (Barbara Reuben-Powell and Carol Boston); (6) "Online with ERIC" which describes AskERIC, the National Parent Information Network, and other ERIC gopher and world wide web sites; (7) "Selected Resource Organizations" (Barak Stussman and Michael Heeg); (8) "Selected Reading List" (Carol Boston and Barak Stussman); and

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Higher Education; High Schools; *Learning Activities; *Music Activities; *Programming; Student Interests; *Student Projects
IDENTIFIERS- BASIC Programming Language; PASCAL Programming Language

Many individuals in middle school, high school, and university settings have an interest in both music and computers. This paper seeks to direct that interest by presenting a series of computer programming projects. The 53 projects fall under two categories: musical scales and musical sound production. Each group of projects is preceded by a short discussion of the relevant underlying musical concepts; in this way, a person who has an interest in music but lacks a strong background should be able to complete the projects without having to refer to outside sources. The musical scales projects do not attempt to produce any sounds and can be solved using any language on any type of hardware. Most of the projects in the musical sound production group do create sound output and require access to a microcomputer system running Pascal, Basic, or another language which allows the user to create sound output. None of the projects require the use of MIDI boards or any external instrumentation. (Author/AEF)

ED 392 434   IR 017 725

Cho, Mi Ok
Turning Point for Korean Computer Educators: Introducing LogoWriter as a Thinking Tool.
PUB DATE- 95
NOTE- 8p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Cognitive Processes; Computer Attitudes; Cooperative Learning; *Educational Technology; Elementary Secondary Education; Foreign Countries; Instructional Materials; Non English Speaking; Postsecondary Education; *Problem Solving; *Thinking Skills
IDENTIFIERS- *Koreans; *LogoWriter

LogoWriter was introduced in this study as a tool to teach problem solving and thinking skills to students in Korean schools; teacher-mediated learning was also structured to help students monitor their thinking processes. In the teacher-mediated learning model, the following problem solving strategies were used: decomposing, planning, detecting errors, and debugging. Twenty-nine elementary and middle school students and 18 adult learners (most of whom were parents of the students) participated in the study. The adult learners had limited English learning experience and the students had no English background. Each LogoWriter lesson unit involved four main sections: (1) exploration; (2) co-construction; (3) journey through problem solving; and (4) working together. Teacher observation data indicated that the problem solving strategies became part of the students' thinking processes and that students tended to think more carefully and explain their answers more logically than other students when non-Logo problems were given. Adult learners reported that LogoWriter should be introduced in schools as part of the curriculum. Their computer anxiety was reduced dramatically and they found they could apply the learned problem solving skills to every

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Instruction; Computer Assisted Instruction; Computer Literacy; Databases; Hospital Libraries; Information Management; Information Technology; Instructional Effectiveness; *Library Instruction; *Library Role; *Medical Libraries; *Online Searching; Program Development; Special Libraries; *Users (Information); Visual Aids
IDENTIFIERS- Health Information; Medical Subject Headings

This book is intended to provide ready access to a wide range of literature about librarians educating users to utilize biomedical and health science information resources. The chapters were selected from articles published in "Medical Reference Services Quarterly" from 1987 to 1994. The 27 chapters are divided into five parts: (1) "Program Planning and Implementation"; (2) "Teaching End-User Searching"; (3) "Research in User Education"; (4) Information Management Education and Computer Literacy Programs"; and (5) "Computer Assisted Instruction and Audiovisual Aids." (BEW)

ED 392 454 IR 055 836

Purchasing an Encyclopedia: 12 Points To Consider. Fifth Edition.
PUB DATE- 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Costs; *Encyclopedias; *Evaluation Criteria; *Library Acquisition; *Library Material Selection; Media Selection; Multimedia Materials; Optical Data Disks; Printed Materials; Purchasing; Reference Materials

This book discusses issues to consider when purchasing an encyclopedia and provides reviews of eight print encyclopedias, six CD-ROM encyclopedias, and one online encyclopedia. Each review provides an address and discusses the history, scope and treatment, and quality and currency of the encyclopedia; for CD-ROM encyclopedias, the database structure is described. An introduction discusses why to purchase or subscribe to an encyclopedia; the need for encyclopedias in an "online world"; whether to select print or electronic encyclopedias; and how to select and purchase an encyclopedia. Twelve points to consider before purchasing an encyclopedia are described and include the following: (1) authority; (2) arrangement; (3) subject coverage; (4) accuracy and objectivity; (5) recency; (6) approach; (7) style; (8) bibliographies; (9) illustrations; (10) multimedia; (11) physical format; and (12) yearbooks and other special products. Print and CD-ROM specifications summary charts are also provided. (AEF)

ED 392 455 IR 055 839

Brawner, Lee B.; Beck, Donald K., Jr.
Determining Your Public Library's Future Size: A Needs Assessment and Planning Model.
PUB DATE- 96
NOTE- 155p.

(141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Dislocated Workers; Job Development; *Job Skills; *Job Training; *Labor Force Development; Participant Satisfaction; Program Improvement; *Retraining; *Technical Education; Technical Institutes; Transitional Programs; Two Year Colleges; Unemployment; Vocational Education
IDENTIFIERS- *Washington Community and Technical Colleges

Since 1993, Washington community and technical colleges have received funds under the Workforce Employment and Training Act to provide new and expanded retraining programs to serve unemployed workers. This report reviews accomplishments of the colleges under the provisions of the act from 1993-95, providing detailed information about the colleges' performance and recommendations for improving job retraining. Following background materials, the report describes outcomes related to increasing training opportunities for dislocated workers, including enrollment levels for 1993-95, new programs implemented, support for instruction, financial aid, equitable access, and increased participation of older students. Next, data are provided on completions in job preparatory, basic skills, and transition programs and outcomes from student evaluations of the program are described. Employment outcomes are then reviewed for students in job preparatory, apprentice, basic skills, and transition programs, including data on wages and the equity of wages across gender and ethnic groups. The next section describes areas needing improvement, including the nature of business and labor partnerships with the colleges; expanding the involvement of community-based organizations; and increasing support for career planning and job search assistance, opportunities for computer training, service to Hispanic students, and support for students completing the program. The final section describes two program improvements recently completed related to increased financial aid and more center locations. Appendixes include data sources and definitions, the student survey instrument, a summary of the labor and community-based organization focus group process, and a list of newly implemented programs. (TGI)

ED 392 474 JC 960 125

Lindfelt, Bengt, Ed.
L'evaluation des politiques institutionnelles d'evaluation des apprentissages. Rapport synthese (The Evaluation of Institutional Policies of Evaluation of Learning. Synthesis Report). 2410-0520.
PUB DATE- Jan 96
NOTE- 24p.; For a related 1993 Needs Assessment, see ED 382 234.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Quality; Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Policy Formation; Program Effectiveness; *Program Evaluation; Program Implementation; *School Policy; State Standards; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Quebec

In accordance with provincial educational regulations, Quebec's community colleges have adopted "politiques institutionnelles d'evaluation des apprentissages" (PIEA), or institutional policies of the evaluation of learning. This report provides a synthesis of evaluations of the PIEA conducted by the province's Commission on the Evaluation of Collegiate Teaching.

sample transfer ready worksheets, is appended. (TGI)

ED 392 491 JC 960 155

Monson, Kyle C.
Survey of April 1995 Graduates.
PUB DATE- 31 Dec 95
NOTE- 32p.; For a study of April 1995 graduates' supervisors, see JC 960 156.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Armed Forces; Associate Degrees; *College Outcomes Assessment; Community Colleges; Educational Attainment; *Educational Quality; Graduate Surveys; *Military Personnel; Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Two Year Colleges
IDENTIFIERS- *Community College of the Air Force AL

To evaluate the effectiveness of the programs and services at the Community College of the Air Force (CCAF), a survey was conducted of 1,127 students who graduated in April 1995. Study results, based on responses from 34.1% (n=384) of the graduates, included the following: (1) the proportion of females answering the survey was 3% higher that their relative distribution in the graduating class; (2) the average graduate was a career noncommissioned officer, 34-year-old-male with 13 years in the Air Force and assigned to Air Education and Training Command or Air Combat Command; (3) for 87.5% of the respondents, their associate degree from CCAF was their highest educational accomplishment; (4) for the 252 respondents who had subsequently enrolled in another institution, 32.1% indicated that two-thirds or more of their CCAF credits were accepted in transfer, while only 2.8% reported that no credits were accepted; (5) graduates were generally satisfied with CCAF, with 59.3% rating their experience as outstanding or excellent; (6) 74.2% strongly agreed or agreed that earning their CCAF degree improved their supervisory skills, while 64.8% thought that it had improved their job knowledge; (7) 96.9% of the graduates indicated they would recommend completion of a degree at CCAF to others; and (8) the vast majority of graduates (81.8%) agreed or strongly agreed that CCAF had a positive impact on the Air Force mission. (TGI)

ED 392 492 JC 960 156

Monson, Kyle C.
Survey of Supervisors of April 1995 Graduates.
PUB DATE- 15 Dec 95
NOTE- 30p.; For a study of April 1995 graduates, see JC 960 155.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Armed Forces; *College Graduates; *College Outcomes Assessment; Community Colleges; *Employer Attitudes; *Job Performance; *Military Personnel; Outcomes of Education; Personnel Evaluation; Program Effectiveness; Two Year Colleges
IDENTIFIERS- *Community College of the Air Force AL

In conjunction with a follow-up study of April 1995 graduates, the Community College of the Air Force (CCAF) conducted a survey of the graduates' supervisors to evaluate the effectiveness of the CCAF programs and services. Supervisors of a random sample of 1,127 graduates were surveyed during June and July of 1995 requesting information on their characteristics, as well as an appraisal of their recent CCAF

(055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Community Colleges; *Community Development; Community Programs; Community Services; *Job Training; *Partnerships in Education; Public Service; *School Community Programs; School Community Relationship; Shared Resources and Services; *Social Services; Two Year Colleges; *Welfare Recipients
IDENTIFIERS- Brevard Community College FL; *Community Commons

Community Commons (CC) is a collaborative partnership among Brevard Community College (BCC) (Florida) and over 40 social service organizations and agencies in Florida dedicated to providing education, job training, social services, recreation, and a drug free environment to communities of low income families. The project specifically seeks to assist 100 families annually in achieving self-sufficiency from welfare dependence. Designed to aid the development of new sites and programs, this manual provides guidelines, suggestions, and information on the implementation, structure, services, and accomplishments of the CC. Following introductory materials providing an overview of the partnership, the manual provides the following information: (1) lists of project administrative staff from BCC, the Department of Labor and Employment Security, and the CC executive committee; (2) program expectations and strategies; (3) basic steps for initiating a CC program; (4) guidelines for projects receiving matching funds from non-federal sources; (5) tips on identifying locations for new programs and maps of CC project sites; (6) program accomplishments from 1992-93 to 1995; (7) the organization of the partnership, highlighting BCC's responsibilities, sample by-laws, and a list of partners; (8) a description of the target population; (9) a 1995-96 operating plan; (10) a description of the project center's functions; (11) a list of services available at CC sites; (12) a participant flow chart; (13) a list of referral sources; and (14) job descriptions of CC positions. Appendixes include sample client, survey, report, and job club forms. (TGI)

ED 392 509 JC 960 174

Commission d'evaluation de l'enseignement collegial Rapport annuel, 1994-1995 (Commission on the Evaluation of Collegiate Teaching Annual Report, 1994-1995).
PUB DATE- Nov 95
NOTE- 26p.; For the Commission's first annual report covering 1993-94, see JC 940 669.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *Budgets; Community Colleges; Consultants; *Evaluation Criteria; Evaluation Methods; Foreign Countries; Instructional Development; Instructional Effectiveness; *Program Evaluation; *State Agencies; *State Standards; Statewide Planning; Two Year Colleges
IDENTIFIERS- Commission d Evaluation de l Enseignement Coll PQ

The Commission on the Evaluation of Collegiate Teaching (CETC) was established in July 1993 by the Quebec government to assess methods in place at province community colleges for evaluating instruction and make recommendations for improvements. This report reviews the Commission's activities, organization, and financial resources for the 1994-95 academic year. Following an introduction by the Commission President reviewing CETC activities, the report provides the Commission's legislative which this agreement was reflected in teaching practices in their schools; and (3) what other factors might affect the principals' beliefs. The 158 responses were evenly distributed across the state and school sizes. All teachers were female; principals numbered 94 male and 64 female. Ninety percent of the principals agreed with the standards in terms of general beliefs, but over half disagreed with specific practice guidelines. Positive correlation between principals' beliefs and teachers' practices was slight, 5 out of 31 statements. Gender (female), K-3 teaching experience, and workshop attendance in the area correlated to belief in the guidelines. Findings suggest that principals need greater awareness of current standards, need to provide more support for practices and curriculum outlined in the standards, and may need inservice education from the NAESP. (TWL)

ED 392 527 PS 023 934

Sheridan, Sonja
Application of Quality Ratings in Pre-Schools in Community Developmental Work: The Lerum Competence Development Project.
PUB DATE- Sep 95
NOTE- 8p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Care Occupations; Day Care; Day Care Centers; Educational Change; Educational Improvement; *Educational Quality; Foreign Countries; *Inservice Education; *Preschool Education; Professional Development; Self Evaluation (Individuals); Staff Development; Teacher Education
IDENTIFIERS- *Early Childhood Environment Rating Scale; Sweden

The Lerum Competence Development Project seeks to develop a model for educator inservice training to improve the quality of day care. Lerum is a small community outside Goteborg, Sweden, with approximately 35,000 inhabitants. The expansion of childcare provision within the community necessitates support of the teachers because of economic and organizational changes, hence, the start of the Lerum project in 1994. The training model is based on facilitating day care provider awareness of a range of issues and topics. This preliminary report describes main phases of the project, selection criteria for the experimental and reference groups, and use of the Early Childhood Environmental Rating Scale (ECERS) as a basis for inservice training. It also discusses aspects of the training selection process and methods. Methods employed include: external lecture, literature studies, learning organizations, and self-evaluation. Preliminary assessment of the effectiveness of these measures is discussed. (JW)

ED 392 528 PS 023 937

Illinois Kids Count 1995: Building the Future.
PUB DATE- 95
NOTE- 125p.; A separately-published 12-page "Executive Summary" is appended. For 1994 report, see ED 380 190. Photographs may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Chapter 6 discusses the effects of cooperative group work on children's social relationships. Chapter 7 provides a close look at individual differences and case studies of children taking part in the program. Chapter 8 provides conclusions and recommendations concerning: (1) the two primary dimensions of social relationships--affiliation and power; (2) the meaning of cooperation; (3) the potential of cooperative group work in the classroom; (4) the successes and failures of the project, and an analysis of why failures occurred; and (5) a discussion of the future of cooperative group work for improving social relationships. An index is included. Contains 169 references. (DR)

ED 392 545 PS 024 044

Carpenter, Kathryn Hammell
Sourcebook on Parenting and Child Care.
PUB DATE- 95
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Adoption; Annotated Bibliographies; Child Development; Child Health; *Child Rearing; Children; Day Care; Directories; Disabilities; Fathers; Infants; Mothers; Parent Child Relationship; *Parent Education; Parent Materials; *Parent Responsibility; *Parent Role; Parent School Relationship; Preschool Children; Preschool Education; Toddlers; Videotape Recordings

Intended as a guide to parenting materials for parents and professionals who work with parents, this sourcebook and annotated bibliography of 940 entries is divided into five parts. Topical chapters in each part list and describe books and journals categorized as popular titles, professional titles, and directories. Chapters in part 1 list and describe materials that introduce parenting concepts including mothering, fathering, and the humorous side of parenting. Chapters in part 2, "Parenting in the Context of Family Life," list materials on new families, celebrating family diversity, adoptive families, and child care. Chapters in part 3, "Daily Care According to Age," list and annotate materials on infants and newborns, toddlers and preschoolers, school-age children, and adolescents. Chapters in part 4, Growth and Development," list materials on child development norms; developmental disabilities; physical disabilities; psychological development; health care, safety and death; and nutrition and fitness. Chapters in part 5, "The Parents' Responsibilities," list materials on discipline and guidance; education and learning; special and gifted education needs; play, TV, and recreation; and religious training. Chapters in Part 6, "Children in Crisis," catalog materials for parents on child abuse and substance abuse. Part 7, "Reference Tools," lists and describes print and nonprint reference materials. Appendices listing popular and professional videotapes and statistical data are included, as are author, title, and subject indexes. (DR)

ED 392 546 PS 024 046

Essa, Eva
A Practical Guide to Solving Preschool Behavior Problems. Third Edition.
PUB DATE- 95
NOTE- 400p.
LANGUAGE- English

objectives by having larger school units and recruiting better prepared teachers. Additionally, consolidated schools could offer more comprehensive courses of study, thus preparing students to work in the business community. (LP)

ED 392 564 RC 020 310

Hodges, V. Pauline
Teaching Writing to At-Risk Students in a Rural High School.
PUB DATE- Oct 94
NOTE- 13p.; Paper presented at the Annual Convention of the National Rural Education Association (86th, Salt Lake City, UT, October 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *High Risk Students; High Schools; *High School Students; *Rural Education; Teaching Methods; Writing (Composition); Writing Attitudes; *Writing Improvement; *Writing Instruction
IDENTIFIERS- Story Writing

Of poor academic skills, perhaps the most prevalent among at-risk students is the lack of ability to compose--to develop ideas in print. Providing opportunities to learn that skill opens a whole new world for young people who believe they are incapable of learning. This paper describes writing instruction that was provided over a 4-year period in language arts classes for at-risk students in a rural high school in Forgan, Oklahoma. Students in the classes had scored in the lower 50 percent on a state-mandated achievement test. Students had learning disabilities, were unmotivated, came from dysfunctional homes, or had been in trouble with the court system. Nearly all were boys. Classes were limited to 10-12 students. In the initial diagnostic writing assessment, many students could not write even one sentence. Teaching methods included having students use note cards to jot down ideas, brainstorming, minilessons on plot development and dialogue, cooperative story writing and proofreading, use of computers for final composition, presentation of stories to kindergarten students, and development and self-evaluation of portfolios. Students consistently improved their ability to write over the 4-year period, and learned to find information in the library, through interviews, and through computer searches. Their self-esteem improved because they knew they were learning to write, and this new skill helped them in their other classes. This paper includes sample writing assignments. (SV)

ED 392 565 RC 020 422

Housing of American Indians on Reservations: An Overview and Plumbing and Equipment and Fuels and Structural Characteristics. Bureau of the Census Statistical Briefs.
PUB DATE- Apr 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *American Indian Reservations; Census Figures; Demography; Disadvantaged; Family Environment; Family Size; Heads of Households; Heating; *Homeowners; *Housing; *Housing Deficiencies; Living Standards; Nonreservation American Indians; *Plumbing; *Reservation American Indians

Ed. "Public Spending and the Poor: Theory and Evidence." Baltimore, Johns Hopkins University Press, 1995. Chapter 18 (p521-554).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economically Disadvantaged; Educational Attainment; Educational Development; Educational Policy; Elementary Secondary Education; Enrollment; Equal Education; *Expenditures; Foreign Countries; Health Services; Higher Education; Minority Groups; Poverty; *Public Education; *Public Health; *Public Policy; *Resource Allocation; Social Services
IDENTIFIERS- *Malaysia

Social services, particularly health care and basic education, have been an important part of Malaysia's strategy for reducing poverty and economic disparities among ethnic groups. This chapter examines changes in the distributional impact of public outlays between 1974 and 1989, using household-level data on the use of public services, and discusses related improvements in health status and educational attainment. In both health and education sectors, the targeting performance of government expenditures improved over the period of the "new economic policy" (1970-90). Except for higher education, social service expenditures were progressive and became more so after 1974, as the poor captured the largest share of benefits from social expenditures. For education, primary-level enrollment is now virtually universal, and expansion of the educational system came as a result of an ethnically based targeting policy that reached lower and lower income groups. In contrast, improved targeting of health care came about as richer income groups opted out of the public system to use private practitioners. While provision of elementary and secondary schooling is pro-poor, higher education is regressively subsidized, and a false equilibrium is maintained through public monopoly on the granting of higher education degrees. As a result, the net distributional effect of overall education spending is flat with respect to income, and higher education enrollment rates are lower than those of other similar countries. Policy dilemmas and possible solutions are discussed. Includes 22 figures and data tables. (SV)

ED 392 581 RC 020 466

Appleton, Simon; Collier, Paul
On Gender Targeting of Public Transfers.
PUB DATE- Nov 95
NOTE- 29p.; In: van de Walle, Dominique, Ed., and Nead, Kimberly, Ed. "Public Spending and the Poor: Theory and Evidence." Baltimore, Johns Hopkins University Press, 1995. Chapter 19 (p555-581).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Developing Nations; *Disadvantaged; Elementary Secondary Education; Females; Foreign Countries; *Public Policy; *Resource Allocation; Rural Extension; *Sex Differences; Sex Fairness; Well Being; *Womens Education

This chapter discusses the benefits and feasibility of targeting public resources and services to females. An overview of gender differences in welfare in various countries examines household expenditures, food consumption, mortality, health care, morbidity, education, and leisure, and finds few generalizations across countries. However, there is evidence of the National Education Longitudinal Study of 1988 were used. Results include: (1) Hispanics typically terminate the study of mathematics before African Americans, and both of these populations are at a significantly higher risk than white or Asian students of concluding their education in mathematics early; (2) father's education, previous grades in mathematics, and graduation requirements are all factors that contribute to a student's decision to terminate the study of mathematics; and (3) once the preceding factors are controlled for, African American males, Hispanic males, and White females are at the highest risk of discontinuing their study of mathematics. Contains 60 references. (MKR)

ED 392 603 SE 057 705

Nesbit, Tom
Teaching Mathematics to Adults.
PUB DATE- Apr 95
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Learning; Interviews; *Mathematics Instruction; *Numeracy; Observation; *Student Attitudes; *Teacher Attitudes; *Teaching Methods

This study explored the teaching processes in mathematics education for adults and how they are shaped by certain social and institutional forces. The study addressed three broad questions: (1) What happens in adult mathematics classrooms? (2) What do these phenomena mean for those involved as teachers or learners? and (3) In what ways do "frame factors" (factors beyond the teacher's control) affect teaching processes? Data were collected in various ways: document collection, surveys of teachers' and adult learners' attitudes, repeated semi-structured interviews with teachers and learners, and extensive ethnographic observations in several mathematics classes. From observations of actual episodes and activities in mathematics classrooms, several key themes were identified: (1) within the classroom the teacher's role was paramount--almost all decisions about classroom activities were made by teachers, and the learners' influence was minimal; (2) the teacher and the textbooks adopted the role of supreme authorities of mathematical knowledge; (3) adult learners were assigned a passive role in their own education. (MKR)

ED 392 604 SE 057 706

Allen, Bradford D.
Model of Frustration during Problem Solving.
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the New England Educational Research Organization (Rockport, ME, April 20-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Graduate Students; Higher Education; Mathematics Education; Models; *Problem Solving
IDENTIFIERS- *Frustration; Mandler (George)

A central theme of Mandler's theory of emotion is that the

Power Plants: A Plant-Based Energy Curriculum for Grades 5 through 8.
SPONS. AGENCY- Vermont State Dept. of Education, Montpelier.
PUB DATE- 92
NOTE- 60p.; Support also received from the Burlington Electric Department.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Energy; *Energy Conservation; Environmental Education; Hands on Science; *Plants (Botany); Problem Solving; Science Activities; Science Curriculum; Science Process Skills; Scientific Concepts

The ability to utilize and change energy is one of the most fundamental characteristics of living things. Plants have the unique ability to change light energy into the chemical energy on which human beings depend for such things as fuel and food. Through the activities in this book students examine how plants and other living things use and transform energy. By gaining a basic understanding of energy, students begin to develop the background for knowing how to use the Earth's energy resources more efficiently. The activities included follow an inquiry-based approach that aims at teaching basic science concepts and science process skills. Each activity follows a multi-step teaching and learning cycle and includes the following parts: overview, time, materials, background, laying the groundwork, exploration, objective, making connections, and branching out. (JRH)

ED 392 628 SE 057 857

Bluhm, William J.; And Others
Science Methods for Elementary and Middle School Teachers. First Edition.
PUB DATE- 95
NOTE- 302p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Strategies; Elementary School Teachers; Elementary Secondary Education; Environmental Education; Hands on Science; Middle Schools; Models; Science Curriculum; *Science Instruction; *Science Process Skills; *Scientific Concepts; Scientific Literacy; *Scientific Methodology; Secondary School Teachers; *Teacher Education; Technology; Textbooks; Theories
IDENTIFIERS- Alternative Assessment

This book is designed to provide elementary science methods teachers with a vehicle that will allow them to help their own students become scientifically literate. Chapters include: (1) "On Understanding Science and Technology"; (2) "Why Teach Science to Children"; (3) "The Process Side of Science"; (4) "The Product Side of Science"; (5) """Models of Instruction"; (6) "Evaluation-Evaluating Students and the Effectiveness of Instruction"; (7) "Models for Action-Hands On Science Programs"; (8) "Science Textbooks-Analyzing and Modifying Them for Use in the Classroom"; (9) "Beyond the Textbook"; and (10) "Understanding and Teaching Environmental Education." Appendices include: a short history of elementary science methods; writing and analyzing instructional objectives; supplementary reading assignment; metric measurement; textbook appraisal; and safety in the classroom. (JRH)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Conservation (Environment); *Environmental Education; Evaluation; Foreign Countries; Science Activities
IDENTIFIERS- England; Further Education Unit (England)

This report summarizes the outcomes of the "Colleges Going Green" project that sought to develop a widely applicable core of environmental learning outcomes (curriculum objectives) and illustrative learning assignments and to review activity in colleges and provide guidance on introducing environmental policy. This report also presents a unit of generic environmental learning outcomes specified at Level 2 and Level 3 (in the Further Education Development Agency (FEDA) and national qualifications frameworks) and illustrates how these can be implemented through learning assignments in various vocational areas together with assessment criteria enabling student achievement to be assessed. The units can be implemented free standing or the outcomes can be wholly or partly integrated into a vocational or other program. (JRH)

ED 392 650 SE 058 058

Samples of Students' Responses from the Grade 6 Science Performance-based Assessment Tasks, June 1994.
PUB DATE- 95
NOTE- 51p.; For the 1993 version, see ED 383 571.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Evaluation; Foreign Countries; Grade 6; Hands on Science; Intermediate Grades; *Performance Based Assessment; *Problem Solving; Science Tests; Testing; *Thinking Skills
IDENTIFIERS- Alberta

The performance-based assessment was developed to assess students' higher order thinking skills in real-life problem-solving situations in Alberta, Canada. These tasks assess aspects of science that cannot be measured easily by regular paper and pencil tests. The purpose of this document is to provide teachers, administrators, students, and parents with samples of students' performances that exemplify standards in relation to the 1994 Grade 6 Science Performance-Based Assessment Tasks. Thirty-one schools were randomly selected to participate in this assessment. From these schools, 698 randomly selected students did the performance-based assessment. The activities allowed students to implement a variety of strategies with hands-on materials, and to collect information. Students were asked how they carried out these strategies to solve problems. Their responses provided another picture of what they knew and were capable of producing. The samples of students' work selected for this booklet illustrate the provincial standards for Grade 6 science students at three levels: the Standard of Excellence; the Acceptable Standard; and Not Yet At the Acceptable Standard. The commentaries that accompany the samples highlight selected features of the students' responses and show how the scoring criteria relate to students' work. Appendixes include mathematics holistic scoring criteria and percentage of students at each level. (JRH)

ED 392 651 SE 058 059

Living Standards; *Poverty; *Quality of Life
IDENTIFIERS- Africa; Asia

This book examines what countries and international organizations can do to meet the great educational challenges they face. Higher living standards, better health, increased productivity, improved well-being for women and their families, and good government all depend on widespread education. The book is divided into three parts with 12 chapters. A primary conclusion is that the top priority for most countries is to ensure universal, high-quality basic education, with special attention to schooling for girls. Other important issues discussed include: (1) the conditions for effective learning; (2) the compatibility of private and public provision and financing of education; and (3) the need for community and parental involvement and local autonomy in running schools. Special sections are devoted to education and reform in former centrally planned economies. The book closes with a survey of the World Bank's support for education projects and reforms in developing countries. Contains 274 references. (EH)

ED 392 672 SO 025 668

Rothkrug, Paul, Ed.; Olson, Robert L., Ed.
Mending the Earth: A World for Our Grandchildren. Io Series, Issue #43.
PUB DATE- 91
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Agriculture; Consumer Protection; Energy; *Energy Conservation; Environment; *Environmental Education; Food; *Futures (of Society); *Global Education; Higher Education; Housing; *Productivity; Secondary Education; *Sustainable Development

This anthology contains essays that describe ongoing attempts to find strategies and solutions to the massive environmental problems. The book is written from the conviction that people can create an ecologically sustainable, economically productive society. There are five sections with 12 chapters and five appendices. The book begins with a preface, "Mending Our Ways," (Kathy Glass) and a foreword, "Mending the Earth, Mending Ourselves," (Nancy Jack Todd). Section 1, "Toward a Life-Sustaining Environment--Public Policy for Transition," contains: (1) "A Program for Action" (Paul Rothkrug); (2) "Grassroots Political Action" (Nancy Skinner); (3) "Green Seals: Harnessing Market Forces to Protect the Earth" (Denis Hayes); and (4) "Ecological Economics: A new approach to understanding and managing the interactions of humans and nature" (Robert Costanza; Lisa Wainger). Section 2, "Energy--Doing More with Less," includes: (1) Environmentally Advanced Technology" (Robert L. Olson); (2) "The Sun as Renewable Resource: Fossil-Free Future" (Bill Keepin); and (3) "Energy Efficiency--Not Denial: Economic and Environmental Profit" (Ted Flanigan). Section 3, "Food and Water for Eight Billion People," contains: (1) "The Twelve-Month Growing Season in All Climates" (Anna Edey); and (2) "Living Machines for Pure Water: Sewage as Resource" (John Todd). Section 4, "Living Space for Eight Billion People," includes: (1) "Cities for Humans to Live In" (Richard Register; and (2) "CoHousing: A New Type of Neighborhood" (Kathryn McCamant; Charles Durrett). Section 5, "The World of Our Grandchildren," contains the essay "Earth Day 2030: Sustainable practices will have to replace the wasteful and poisonous ones of today if we're to celebrate that distant

3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); *Computer Mediated Communication; *Computer Networks; Computers; Educational Technology; Electronic Mail; Higher Education; Information Networks; *Information Technology; *Internet; *Political Science; Technological Advancement; Technology Transfer; Telecommunications; Teleconferencing
IDENTIFIERS- *Cyberspace

This paper reflects on a two-semester experiment using computer technologies in the university political science classroom. The instructor incorporated electronic mail (e-mail), the Internet, and an on-line conferencing program into the course requirements for an upper-division course on the Supreme Court and an introductory honors tutorial on U.S. politics. The paper describes: (1) how each of these technologies was utilized to provide ideas on how to incorporate cyberspace in the classroom; (2) lessons learned from using a VAX Notes conference during the past year; and (3) how best to take advantage of Internet resources in the political science classroom. Appendixes include an introduction to computer conferencing with VAX Notes and un-edited VAX Notes Topics. (EH)

ED 392 696 SO 025 855

Minear, Larry; Weiss, Thomas G.
Humanitarian Politics. Headline Series No. 304.
PUB DATE- 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Altruism; Conflict; *Cooperation; Foreign Countries; *Foreign Policy; *Humanitarianism; *Human Relations; *International Relations; Peace; Political Attitudes; Political Science; Secondary Education; *Social Action; Social Responsibility; Social Studies; Social Values; War; World Affairs

This booklet examines the issue of humanitarian aid in times of crises and how the political and military conditions that generate the need for humanitarian action have changed in the post-cold-war era. There are different faces of civil war, changes in international assistance, and complex emergencies that demand new world responses to help those caught in need. Political realities must be taken into account as the human-needs agenda is addressed. The book has five chapters. Chapter 1, "Humanitarianism and Politics," examines prevailing understandings of humanitarianism and politics. Chapter 2, "Humanitarian and Political Actors," outlines the major actors in today's crises. Chapter 3, "Getting the Relationship Right," provides examples of different ways of responding to these crises. Chapter 4, "Looking to the Future," suggests changes in approach in response to crises. Chapter 5, "Implications for U.S. Policy," presents challenges to U.S. policy. The book concludes that humanitarian action needs to be clearer about its possibilities and limitations while politics needs to be infused with humanitarian dimensions. The volume includes an

This workshop kit consists of: (1) "Leader's Guide"; (2) "Handout Masters"; (3) special issue of the journal "Media & Values" on the theme "Children and Television: Growing Up in a Media World"; (4) "From Awareness to Action: Media Literacy for the '90s," a booklet on the basics of media literacy. The kit is designed for a four-part study of the role of media in society and its influence on children. By using background materials, specialized exercises, action suggestions, and analytical frameworks, this kit provides tools parents can use to understand media's continuing role in society and explore implications of that role for their children. The four sessions focus on: (1) "Five Important Ideas to Teach Your Kids About Television"; (2) "The Selling of Our Children: Coping with Commercials"; (3) "How Much is Too Much?: Setting Family Standards for Violent Content"; and (4) "Getting Involved: The Children's Television Act of 1990." Student materials, handouts, background readings, and follow up materials are included. (EH)

ED 392 720 SO 026 032

Yorktown Victory Center Museum Teacher Resource Packet.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioner) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Colonial History (United States); Elementary Secondary Education; *Heritage Education; Local History; *Revolutionary War (United States); Social Studies; *State History; United States History
IDENTIFIERS- *Virginia (Yorktown)

This resource packet provides information and activities for teaching abut the historical significance of Yorktown, Virginia in the American Revolution. Teachers' materials include brief background essays on: (1) "Summary of the American Revolution in Virginia"; (2) "Life in the Army"; (3) "Life in Revolutionary Virginia"; (4) "African-Americans in Early Virginia"; and (5) "The Town of York." Classroom activities include colonial games, food preparation, vocabulary study, writing suggestions, and music study. Contains a suggested reading list. (EH)

ED 392 721 SO 026 046

Beitz, Steffen; Stahl, Klaus, Ed.
Searching for Their Own Identity: Young People in Germany.
PUB DATE- Oct 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Age Groups; *Area Studies; Drug Abuse; Early Adolescents; Foreign Countries; *Late Adolescents; Social Science Research; Unemployment; Violence; World Affairs; World Problems; *Young Adults; *Youth; *Youth Problems; Youth Programs
IDENTIFIERS- *Germany

This paper examines the definition of "young people" and asserts there is no clear-cut social description of this group with societal expectations differing from culture to culture. The article analyzes the changes affecting the lives of "youth" in Germany and assesses their social attitudes and values. The

IDENTIFIERS- Preservice Teachers; *University of Wisconsin Whitewater

Like student teaching, early field experiences are a universal feature of teacher preparation. These experiences are intended to serve several purposes. They provide teacher candidates with opportunities for career exploration, bridge the gap between theory and classroom practice, meet state licensing requirements, and, like student teaching, socialize prospective teachers for their roles in the classroom. This paper reports on a study of the Pre-Professional Block program for teacher education students at the University of Wisconsin-Whitewater, covering the procedures for making placement assignments, transportation arrangements, scheduling, and other issues. The study included 294 students enrolled in the program, of whom 75 percent were female, ranging in age from 18 to 45, with an average age of 22. Participants completed surveys prior to their first day and prior to their eighth day of field experience. Findings indicated a strong agreement among participants that they had been assigned to an appropriate grade level for their preparation as a teacher. By gender, males perceived their placements as less appropriate than did females. By age group, younger participants were more positive about their placements than were older participants. In general, special education majors viewed their placement level as less appropriate than did regular education majors. With rare exceptions, the participants found the type of assigned classroom (i.e., regular or special education classroom) to be less appropriate in comparison to the level of their placement (elementary, middle school, high school); males perceived their assigned classroom to be slightly less appropriate than did females. By age subgroup, the perceived appropriateness of classroom type increased for the younger groups but decreased for the oldest participants, especially in the differences between the ratings before and after the trips. The most striking differences appeared in comparing ratings by major. Special education majors perceived their assigned classroom as considerably less appropriate than did their regular education counterparts. Excerpts from some of the comments made by participants are included. (Contains 27 references.) (ND)

ED 392 744   SP 036 477

Dana, Nancy Fichtman; Westcott, Laurie
Creating Opportunities for Prospective Elementary and Early Childhood Teacher Reflection, Simulations, Teaching Cases, Portfolios, and More.
PUB DATE- Nov 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Child Development Centers; *Child Development Specialists; Early Childhood Education; Educational Games; Elementary Education; Higher Education; Portfolios (Background Materials); *Preservice Teacher Education; *Reflective Teaching; *Simulated Environment; Simulation
IDENTIFIERS- Pennsylvania State University; *Reflection Process; *Reflective Practice

Strategies for promoting reflection in prospective early childhood teachers are summarized. Each strategy was field tested and documented in the course "The Development and publication includes speeches by the following individuals: (1) Rangarirai K. Masarira, Zimbabwe Teachers' Unions Liaison Committee; (2) Mary Hatwood Futrell, President of EI; (3) Robert G. Mugabe, President of Zimbabwe; (4) Bill Jordan, General Secretary of the International Federation of Free Trade Unions (ICFTU); (5) Fred van Leeuwen, General Secretary of EI; (6) Robert Harris, EI Executive Director for Intergovernmental Relations; (7) Helmut Skala, Representative of the World Conference of Teachers; (8) Hans Engelberts, General Secretary of Public Services International; (9) Coen Damen, International Labor Organization; (10) Pai Obanya, UNESCO; (11) Ruth Limerick, recipient of the EI Education Award; and (12) Khalida Messaoudi, recipient of the EI Human Rights Award. The second half of the publication presents the text of the 23 resolutions passed by the Congress. (ND)

ED 392 762   SP 036 503

Saphier, Jonathon D.
Bonfires and Magic Bullets. Making Teaching a True Profession: The Step without Which Other Reforms Will Neither Take nor Endure. Revised.
PUB DATE- 21 Feb 95
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beliefs; *Change Strategies; *Educational Change; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; Parent Participation; Preservice Teacher Education; Professional Associations; Professional Occupations; Standards; Teacher Attitudes; *Teacher Competencies; *Teaching (Occupation)
IDENTIFIERS- Pedagogical Content Knowledge; *Professionalization of Teaching; Subject Content Knowledge

This paper proposes a way to professionalize teaching based on internal change and six knowledge bases of professional teaching. Key features of this approach are: (1) it proposes professionalization from within through active involvement from schools and districts; (2) it includes the knowledge base in generic pedagogy (composed of communication of expectations, class climate, personal relationship building, clarity, principles of learning, models of teaching, curriculum planning and lesson design, attention, and momentum) as a vital ingredient; (3) it proposes a new way of thinking about the nature of professional knowledge as built around areas of performance, repertoire, and matching (the ability to draw from a repertoire the best response to match a given situation); (4) it outlines a campaign for changing public attitudes that is necessary for generating the national support required to fund professionalization; (5) it takes a systems approach to professionalization; and (6) it proposes a functional model for integrating the elements of this system and for beginning right away. The proposal covers the following topics: why professionalization is important, obstacles, changes in teacher education, effecting change, and creating a national professional organization. Appendixes contain information on six knowledge bases of professional teaching, teacher beliefs, and teacher competencies in the six knowledge bases. (Contains 38 references.) (JB)

ED 392 763   SP 036 509

thought they covered gender equity well, usually when it happened to come up in discussion, and only 15 percent mentioned Title IX to their students. A review of eight best-selling education foundations textbooks revealed little discussion of gender equity. Finally, gender equity is not usually included in state licensing requirements. A list of participants in the Teacher Equity Project is included. (ND)

ED 392 780 SP 036 528

Maxson, Sylvia P.
The Influence of Teachers' Beliefs on Literacy Development for At-Risk First Grade Students.
PUB DATE- Feb 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Case Studies; Classroom Environment; Classroom Techniques; Elementary School Teachers; Grade 1; Higher Education; *High Risk Students; Learning Processes; *Literacy; Preservice Teacher Education; Primary Education; Reading Skills; *Teacher Attitudes; *Teacher Influence; Teaching Methods; *Theory Practice Relationship; Writing Skills

Through a multiple case study design the influence of teachers beliefs on literacy instruction for at-risk first graders was examined and described. The volunteer sample of five female teachers who taught in different high risk schools within the same school district participated in the study. Five issues guided the study: teachers beliefs about instructing young at-risk students to read and write; what teachers say they do as they instruct young at-risk children to read and write; what teachers actually do; what influences teachers' instructional decisions; and congruencies between teachers stated beliefs and their practice. Data were collected from interviews, observations, questionnaires and a reflective activity over one academic year. Through the constant comparative method 10 general findings emerged: (1) teachers must possess an understanding of the individual needs of at-risk children and address those needs; (2) teachers must recognize and build on children's individual strengths; (3) teachers should nurture children's enthusiasm for learning to read and write; (4) the learning process should begin at the appropriate developmental level; (5) at-risk children should be continuously stimulated in order to build confidence necessary for learning--a structured environment is important to accomplishing this goal; (6) at-risk children break the bonds of at-riskness by becoming literate; (7) literacy instructional theory does not influence teachers practice as much as their beliefs; (8) there is no single method of literacy instruction for at-risk children, a combination of pedagogical approaches best serves their literacy needs; (9) teacher modeling is a positive motivational factor for at-risk children learning to read and write; and (10) all at-risk children can learn. Other findings indicated: teachers literacy instructional decisions are influenced by multiple factors; and congruencies between teachers stated beliefs and practice were found. The five case studies validate the work of previous researchers who suggested that teachers beliefs are an integral part of classroom practice. They provide documented instances of the congruency between beliefs and classroom practice. (Contains 18 references.) (Author/ND) efforts based on local conditions. Each of six content modules is designed as a 3- to 4-hour focused workshop that can be presented individually or as part of a series. The six content modules cover the following topics: (1) identifying marginal learners; (2) motivating marginal learners; (3) adapting classroom practices to accommodate marginal learners; (4) assessing district policies and programs for marginal learners; (5) meeting the needs of marginal learners: a range of approaches; and (6) the role of school leaders in supporting programs for marginal learners. Each module contains the following components: the module description; training agenda for a focused workshop; trainer's instructions for conducting all activities; participant handouts; and camera-ready transparency masters. Modules 7 and 8 provide: information on promoting, planning, preparing, and evaluating marginal learner workshops; and a bibliography and collection of background readings for trainers. (LL)

ED 392 797 TM 023 782

DeMauro, Gerald E.
Construct Validation of Minimum Competence in Standard Setting. Revised.
PUB DATE- May 95
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Competence; *Construct Validity; Difficulty Level; High Schools; *High School Students; Interrater Reliability; *Judges; *Minimum Competency Testing; Multiple Choice Tests; Scores; Standards; *Test Items
IDENTIFIERS- *Angoff Methods; New Jersey; Ninth Grade Proficiency Test; *Standard Setting

Studies of the Angoff method of standard setting suggest that judges agree in their estimates of the relative difficulties of test questions for minimally competent examinees and that each judge's estimates correlate well with the observed item difficulties for examinees whose total test scores are near the judge's personal standard (G. E. DeMauro, 1991). This finding suggests that Angoff estimates contain additive item-related and judge-related components, varying both from judge to judge and from estimated to observed performance by constants. Since, in homogeneous tests, observed performance on items also varies by constants over ability levels, the observed convergence of each judge's estimates on item performance near an individual standard is really a special case of convergence of all judges on item performance near a common deliberated standard. Data from the New Jersey High School Proficiency Test (NJHSPT) standard setting study supported this hypothesis. The convergence of the judges on a construct of minimal competence was studied for the standard setting study of multiple-choice items for three tests of the NJHSPT for grade 11. In all, 78 judges were involved. (Contains 3 tables and 14 references.) (Author/SLD)

ED 392 798 TM 024 139

County-by-County Financial and Staffing I-M-P-A-C-T. FY 1994-95 Basic Education Program.
PUB DATE- Nov 94

Toward a Test Theory for Assessing Student Understanding.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Apr 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Psychology; *Comprehension; *Constructivism (Learning); *Educational Assessment; Educational Practices; Educational Psychology; Item Response Theory; Knowledge Level; Learning Strategies; *Student Evaluation; Student Interests; *Test Theory
IDENTIFIERS- *Chunking

The view of learning that underlies standard test theory is inconsistent with the view rapidly emerging from cognitive and educational psychology. Learners become more competent not simply by learning more facts and skills, but by reconfiguring their knowledge; by "chunking" information to reduce memory loads; and by developing strategies and models that help them discern when and how facts and skills are important. Neither classical test theory nor item response theory is designed to inform educational decisions conceived from this perspective. This paper sketches the outlines of a test theory built around models of student understanding, as inspired by the substance and the psychology of the domain of interest. The ideas are illustrated with a simple numerical example based on the balance beam tasks of R. S. Siegler. Directions in which the approach must be developed to be broadly useful in educational practice are discussed. An appendix gives equations for the latent class model. (Contains 2 tables, 8 figures, and 48 references.) (Author/SLD)

ED 392 818 TM 024 456

Coley, Richard J.
Dreams Deferred: High School Dropouts in the United States. Policy Information Report.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Aspiration; Asian Americans; Black Students; Dropout Research; *Dropouts; Early Parenthood; Economic Factors; *Educational Attainment; High Schools; *High School Students; Hispanic Americans; *Minority Groups; National Surveys; Pregnancy; Reentry Students; *Salary Wage Differentials; Urban Schools; Vocational Education
IDENTIFIERS- *National Education Longitudinal Study 1988

Data on dropout trends over time are combined with data from the National Education Longitudinal Survey to give a picture of the dropout situation in the United States and the aspirations of students who have dropped out. In 1993, about 381,000 students dropped out of high school. In economic terms the consequences of dropping out can be demonstrated by the fact that, in 1992, dropouts earned about $6,000 a year less than those who completed high school. By all measures, the percentage of students dropping out of high school is declining. Even in large urban school districts, where dropout rates have been highest, they are improving. In 1992-93 the median 4-year dropout rate was 28%. Black and Hispanic American students are still somewhat more likely to drop out than Whites and Asian unfamiliarity of their new campus environment, and believed that they would become more assertive in the future. Passive juniors appeared to fear the possibility of not graduating and expressed no belief in their future assertiveness. The socioeconomic backgrounds of the students did not influence their academic assertive behaviors but did influence their campus social assertiveness with high SES students more likely to express anger or aggression. (Contains 23 references.) (JB)

ED 392 362   HE 028 962

Davidson, Betty M.; Dell, Geralyn L.
Toward a Richer Understanding of a School Restructuring Model: Views from Inside a Graduate Level Classroom.
PUB DATE- 8 Nov 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (24th, Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; Dialogs (Language); *Educational Change; Educational Philosophy; Educational Practices; Elementary Secondary Education; *Graduate Students; Graduate Study; Higher Education; Inquiry; Organizational Change; *School Restructuring; Student Attitudes; Teacher Education; Teaching Models
IDENTIFIERS- *Accelerated Schools; Reflective Thinking; Teacher Empowerment

This study sought to determine whether students in a graduate level class that focused on a school restructuring model were able to understand and practice its philosophy. The course focused on innovative school changes and teaching practices used in the Accelerated Schools Project (ASP). The course syllabus required students to examine the philosophy and values of accelerated schools, practice the steps involved in implementing the model's three central principles, evaluate the components of teaching and learning of the ASP, and develop and support a school improvement model based on these practices, including innovative teaching strategies. At the end of the course a survey focused on eight dimensions for measuring change was distributed to the students. These dimensions were insight, knowledge of school change, unity, strengths, empowerment, reflective thinking, dialogue, and inquiry. Results indicated that students understood the philosophy and had experienced attitudinal changes in their personal lives and that the dimensions of unity of purpose, empowerment, and building on strength showed the greatest positive impact on students. However, students did not show confidence in being able to create situations for change at their school site. Therefore, the study concluded that only a partial transformation of students' conceptions of school restructuring occurred. An appendix contains a copy of the survey instrument. (Contains 10 references.) (JB)

ED 392 363   HE 028 963

Hayden, Thomas C.
Handbook for College Admissions. 4th Edition.
PUB DATE- 95
NOTE- 275p.
LANGUAGE- English

perceived and actual attention; (2) organized teaching impacted students' perceived and actual achievement outcomes; and (3) organized teaching influenced lower levels of information processing. These findings and their implications are discussed at length and suggestions are made for classroom instructors and college students to capitalize on organization as an effective teaching behavior. (Contains 78 references.) (Author/JB)

ED 392 380 HE 028 980

Bol, Linda; And Others
An Exploratory Study of College Students' Study Activities and their Relationship To Study Context, Reference Course, and Achievement.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; *Correlation; Course Content; Courses; Higher Education; Questionnaires; Research Methodology; Self Evaluation (Individuals); Statistics; Student Characteristics; *Study Habits; *Study Skills; Test Reliability; Thinking Skills

The Study Activity Questionnaire (SAQ) was administered to 83 college students who were enrolled in either an introductory research methods course or an introductory statistics course in the college of education at one university. At the beginning of the term the students completed the SAQ with reference to how they typically studied (pretest), and at the end of term they responded to the questionnaire with reference to how they studied for the target course (posttest). The study found consistently high inter-item reliabilities across SAQ scales on both test administrations. The study also found that activities varied as a function of reference course, time, and context. Composite cognitive scores in the test preparation context increased for students enrolled in the research methods course, and these scores decreased for students enrolled in the statistics course. A similar finding was observed for effort management scores, with scores increasing in the research course and decreasing in the statistics course. Finally, the study found that higher scores on two SAQ scales (initiative and representation) in the test preparation context were positively associated with final exam scores. Contains nine references. (Author/JB)

ED 392 381 HE 028 981

Sewall, Angela Maynard
Legal and Practical Implications of Assessment in Higher Education.
PUB DATE- Nov 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid South Educational Research Association (24th, Biloxi, MI, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Accountability; College Faculty; *College Outcomes Assessment; Compliance (Legal);

for major changes in NMTC's current educational system. Data collection involved both internal and external environmental assessment, and the study included seeking expert feedback at many points in the process and incorporating it into the final plan. Research suggested that multimedia technologies applied to the teacher-centered model of education will achieve only marginal gains in effectiveness and efficiency; the focus of the new educational paradigm is on learning, not teaching. Among other things, a plan for multimedia integration must: allow for regular human resource development programs and secure necessary funds; focus on the knowledge-database, communications, and learning management capabilities of the institution as well as the development of alternative methods of teaching, student assessment, and scheduling of services; explore distance delivery methods; promote regular use of electronic communications; institute a faculty resource center for training; and counter technological obsolescence with a plan for regular equipment amortization and replacement. Appendices provide institution-specific information such as mission statements, vision statements, maps, and lists of consortium members. They also include an equipment and software use inventory, a questionnaire, planning lists, and copies of correspondence. (Contains 8 tables, 4 figures, and 169 references.) (BEW)

ED 392 396 IR 017 682

Schweiger, Helmut
Open and Distance Learning: Alternative Approaches to the Delivery of Post-Secondary Education. An Identification of Trends, a Discussion of Issues, and a Review of Models. A Discussion Paper.
PUB DATE- Dec 94
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consumer Protection; Cost Effectiveness; Credentials; *Distance Education; *Educational Demand; Models; Nontraditional Education; *Open Universities; Postsecondary Education; Program Implementation; School Demography; State Regulation; Strategic Planning; Student Needs; *Teaching Methods; *Trend Analysis
IDENTIFIERS- Credit Transfer; Minnesota; *Open Learning; Technology Integration

This report discusses forces that are shaping alternative approaches to the delivery of postsecondary education, particularly distance education and open learning. One of these forces is the ever-changing composition of the student body, whose demands are increasing and whose needs are becoming more disparate because of a more and more sophisticated labor market. Distance education is being used successfully as a more cost- effective and less labor-intensive way in which to educate large numbers; in view of that trend tailored solutions for affordable student-centered education and some stylized models for open universities are provided. In addition to sketching background information, this report also explores specific issues regarding oversight of open-learning programs by the state government for consumer protection, the logistics of credit transfer and credentialing, and strategic considerations for implementing open learning situations and technologies. (BEW)

ED 392 397 IR 017 683

(9) "Putting It All Together: An Action Plan" which presents tips for using computer networks and a list of selected listservs. (AEF)

ED 392 414 IR 017 705

Harris, Diana, Ed.; Bailey, Regenia, Ed.
Emerging Technologies, Lifelong Learning, NECC '95. Proceedings of the Annual National Educational Computing Conference (16th, Baltimore, Maryland, June 17-19, 1995).
PUB DATE- 95
NOTE- 356p.; For individual papers see ED 385 298, and IR 017 706-732.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Literacy; Computer Networks; Computer Science Education; *Computer Uses in Education; Distance Education; *Educational Technology; Electronic Mail; Elementary Secondary Education; Higher Education; Hypermedia; Lifelong Learning; Multimedia Materials; *Teacher Education; Telecommunications
IDENTIFIERS- Technology Integration; Technology Plans

This volume of proceedings reports on innovations, trends, and research in computer uses in education across a broad range of disciplines. Papers, as well as summaries of presentations, classroom demonstrations, panel discussions, projects, and other sessions, are provided in chronological order. Topics covered include using technology to create written or multimedia products in the classroom; empowering and motivating teachers to use technology; integrating technology into the curriculum; the effects of technology on classroom techniques; assessing computer knowledge or literacy levels; alternative assessment; hypermedia and the Internet; technology planning; distance learning; gender and minority issues in computer science, and others. The conference committees are listed along with the National Educational Computing Conference (NECC) Board of Directors and Committee. The index is a combined author and key word index. (BEW)

ED 392 415 IR 017 706

Kushan, Barbara
Characteristics of a Good Programming Teacher.
PUB DATE- 95
NOTE- 8p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Comparative Analysis; Evaluation Criteria; High Schools; Problem Solving; *Programming; School Surveys; Success; *Teacher Characteristics; *Teacher Effectiveness; Teaching Methods
IDENTIFIERS- BASIC Programming Language; Kansas City Public Schools MO; Teacher Enthusiasm

This paper identifies characteristics of a "good" programming teacher, derived from a study of four teachers in charge of beginning courses in BASIC programming language at high schools in the Greater Kansas City area. In addition to doing classroom observation, the researcher interviewed the teachers themselves, students, and the teachers' immediate supervisors. Results are discussed in terms of: (1) special personal day life. Even though the students did not know English, the language barrier did not interfere with their learning experience. In all, attitudes toward LogoWriter were extremely positive. (AEF)

ED 392 435 IR 017 726

Kahn, Ken
ToonTalk(TM)--An Animated Programming Environment for Children.
PUB DATE- 95
NOTE- 9p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Autoinstructional Aids; *Children; *Computer Games; *Computer Graphics; Computer Interfaces; Computer Simulation; *Computer System Design; Independent Study; *Programming; *Video Games
IDENTIFIERS- *Computer Animation

This paper describes ToonTalk, a general-purpose concurrent programming system in which the source code is animated and the programming environment is a video game. The design objectives of ToonTalk were to create a self-teaching programming system for children that was also a very powerful and flexible programming tool. A keyboard can be used for various accelerators, but a ToonTalk user can get by with just a game pad, joystick, or mouse. Every abstract computational aspect is mapped into a concrete metaphor. The ToonTalk "world" resembles a 20th century city; an entire ToonTalk computation is a city. The programmer controls a "programmer persona" or robot in this video world to construct, run, debug and modify programs. In addition to a message-passing interface, ToonTalk provides a direct control of sprites (animated graphical elements); a sprite can be flipped over to reveal a notebook which contains remote controls for that sprite. Initial testing of ToonTalk use by children has revealed that it provides an entertaining way of constructing programs. (Contains 10 references.) (AEF)

ED 392 436 IR 017 727

Kieffer, Linda M.
Establishing a Computer Literacy Requirement for All Students.
PUB DATE- 95
NOTE- 6p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *College Freshmen; Computer Graphics; *Computer Literacy; Course Content; Course Evaluation; *Courses; *Degree Requirements; Higher Education; *Instructional Design; *Instructional Development; Internet; Online Searching; Spreadsheets; Telecommunications; Word Processing
IDENTIFIERS- *Computer Use

Several factors have indicated the necessity of formally requiring computer literacy at the university level. This paper discusses the reasoning for, the development of, and content of two computer literacy courses required of all freshmen. The

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Building Plans; Community Attitudes; Data Analysis; Evaluation Methods; *Facility Improvement; Interior Space; Library Administration; Library Services; *Long Range Planning; Models; *Needs Assessment; *Public Libraries; *Space Utilization; User Needs (Information)
IDENTIFIERS- Library Consultants; Requests for Proposals

This book guides library administrators through stages of long-range needs assessment, particularly taking what they know about their user community, library services, performance standards, and anticipated resources, and using that knowledge to determine space and building needs. Tips, explanations, and hands-on planning tools come through descriptions of a hypothetical model called Sterling Public Library, which must select a library consultant, choose an assessment team and define its responsibilities, evaluate the library's current effectiveness, survey the users, inspect the existing site, evaluate alternatives, and draw up schematics for a proposed addition. Appendices include library space planning guidelines, sample request for proposals, a sample library building program or "architect's assignment," a community telephone survey form, tips for selecting an effective site, and sample planning guidelines for library staffing. (Contains 73 figures and tables and 32 references.) (BEW)

ED 392 456 IR 055 840

Cirillo, Susan E., Ed.; Danford, Robert E., Ed.
Library Buildings, Equipment, and the ADA: Compliance Issues and Solutions. Proceedings of the Library Administration and Management Association Buildings and Equipment Section Preconference (New Orleans, Louisiana, June 24-25, 1993).
PUB DATE- 96
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Building Design; Disabilities; Furniture Arrangement; Information Technology; *Library Equipment; *Library Facilities; Library Planning; *User Needs (Information)
IDENTIFIERS- *Americans with Disabilities Act 1990

These proceedings are the record of the presentations and deliberations of a 1993 Library Administration and Management Association (LAMA) sponsored conference. The speakers at this conference provided insights into the conditions of disability explanations of the intent and the detail of the law, and techniques for meeting the needs of library users with disabilities. Chaper 1 emphasizes a need for awareness, common sense, and good faith when dealing with accessibility standards. The structure of the Americans with Disabilities Act (ADA) is described in chapter 2. Chapter 3 examines issues of building design and chapter 4 focuses on historic properties and the ADA. Chapters 5 and 6 discuss accessible seating for libraries and adaptive technology. Discussion in chapter 7

Following a brief introduction to the PIEA and their function, components of effective policies according to the Commission's criteria are reviewed in four main sections. The first section focuses on the formulation of clear goals and objectives in effective PIEA, indicating that objectives serve both to guide evaluation processes and to improve the quality of evaluations. The second section examines the methods of implementing evaluation policies, focusing on rules establishing standards for evaluations; course dispensations, equivalents, and substitutions; the implementation of an overall evaluation for each program leading to a college-level diploma; and procedures for verifying that students have earned their diplomas. The third and fourth sections review components of PIEA related to the distribution of responsibilities and the self-evaluation of PIEA implementation. Tables showing policies judged satisfactory or entirely satisfactory by college and colleges not completing PIEA as of December 15, 1995 are appended. (BCY)

ED 392 475 JC 960 126

Vigneau, Paul, Comp.
Evaluation des programmes de techniques d'education en services de garde (Evaluation of Programs of Educational Methods in Child Care Services. 2410-0521.
PUB DATE- Feb 96
NOTE- 55p.; Cover title indicates synthesis report.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *Child Caregivers; Community Colleges; Educational Certificates; *Evaluation Methods; Foreign Countries; Program Effectiveness; Program Evaluation; Program Improvement; *Teacher Education Programs; Two Year Colleges
IDENTIFIERS- *Quebec

In March 1994, Quebec's Commission on the Evaluation of Collegiate Teaching initiated an evaluation of "Techniques d'education en services de garde" (TESG) programs, or educational methods in child care services. This report presents results from the evaluation in three parts. The first section describes the following four stages of the evaluation: formation of a consulting committee and evaluation guide; implementation of self-evaluations at colleges; analysis of the self-evaluation reports and site visits; and preparation of preliminary and final reports. The second section focuses on TESG programs leading to a diploma, providing a description of the program, general results from the Commission's evaluation, and discussions of strengths and problems. Strengths described include qualified and motivated instructional personnel, active and innovative pedagogical methods, and adequate resources, while problems include the need to improve training for students working with 6 to 12 year olds and the articulation of students into the programs. The final section focuses on TESG programs leading to an "attestation d'etudes collegiales," or certificate, also describing the program, general outcomes, and strengths and problems. Strengths discussed in this section include well-trained and experienced instructors and effective counselors, while problems include difficulties in making the part-time program coherent, the complexity of collaboration with government agencies, and insufficient material resources. Appendixes provide a summary of evaluation reports, a list of consulting committee members, a description of evaluation criteria, and a list of outside experts consulted. (BCY) graduate. Study findings, based on a 24.4% response rate, included the following: (1) 66.5% of the responding supervisors were enlisted personnel and 10.2% were female; (2) 74.5% of the respondents held a college degree at the associate level or above; (3) compared to other airmen, 71.3% of the supervisors felt that CCAF graduates were much or somewhat better regarding their knowledge of the career field, while 71.7% rated them better in technical competence; (4) 74.5% reported that CCAF graduates performed better without supervision than other airmen, while 74.9% felt that they were better at solving problems; (5) 79.6% of the supervisors believed that increased educational attainment by enlisted personnel contributes to Air Force readiness; (6) 84.7% of the supervisors believed that special work schedules should be arranged to enable subordinates to attend college classes while pursuing a CCAF degree; and (7) 68.8% of the supervisors believed that CCAF graduates produced more work than peers without degrees. Responses to open-ended questions are appended. (TGI)

ED 392 493   JC 960 157

Monson, Kyle C.
Technical Training Instructor Promotability.
PUB DATE- 17 Apr 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Armed Forces; Community Colleges; Educational Attainment; *Education Work Relationship; Employment Level; *Military Personnel; Occupational Mobility; *Predictor Variables; *Promotion (Occupational); *Teaching Experience; Two Year Colleges
IDENTIFIERS- *Community College of the Air Force AL

In February 1995, the Community College of the Air Force (CCAF), in Alabama, conducted a study to determine if experience as a technical training instructor enhanced the promotion potential/probability of enlisted Air Force personnel. Air Force records were reviewed for a random sample of personnel, representing 11% of personnel with current or past technical training instructor experience and 1% of those without instructor experience. Study results included the following: (1) the mean number of years from entry into the Air Force to promotion to Staff Sergeant was 6.61 for those with instructor experience and 7.18 for those without; (2) promotion to Technical Sergeant took a mean of 12.01 years for those with instructor experience, compared to 12.33 for those without; (3) there was no significant difference for the groups with respect to Master Sergeant; (4) no significant differences were found in years to promotion by race, marital status, or gender; (5) significant differences were found, however, by participation in CCAF and academic level, with CCAF graduates taking a mean of 6.61 years for promotion to Staff Sergeant; and (6) the results suggest that the difference of promotion times may be due to increased motivation, enhanced study skills, and increased reading levels among those who pursue college degrees while serving in the Air Force. Data tables are appended. (TGI)

ED 392 494   JC 960 158

Barnett, Lynn
Community Colleges and Workforce Investment: A TEAMS Community College Capacity Building Project, April 22, 1994 - November 30, 1995. Final Report.

mandate, a list of officers, and a description of consulting committees. Next, activities undertaken from July 1994 to June 1995 are described, focusing on the following areas: (1) meetings held; (2) the adoption by province colleges of CETC policies for evaluating instruction and programs; (3) the evaluation by the Commission of specific college programs, including information science and child care programs, as well as plans for evaluating human sciences programs; (4) the nomination of members and meetings held with CETC consulting committees; (5) linkages with postsecondary educational institutions and other educational organizations in Quebec; (6) works published by CETC; (7) public relations efforts; and (8) activities planned for the 1995-96 academic year. Finally, an organizational chart, including a detailed description of CETC staff, and financial information are presented, indicating that the Commission had a budget of $2,676,300 Canadian dollars for 1994-95. Appendixes provide lists of educational institutions visited for program evaluations, consulting committee members and external experts contacted, and reports published. (BCY)

ED 392 510 JC 960 190

Parsons, Michael H., Ed.; Lisman, C. David, Ed.
Promoting Community Renewal through Civic Literacy and Service Learning. New Directions for Community Colleges, Number 93.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Participation; *College Role; *Community Colleges; *Community Services; Program Descriptions; Role of Education; *School Community Programs; *School Community Relationship; *Service Learning; Two Year Colleges
IDENTIFIERS- *Community Renewal

Based on the idea that community colleges have a critical role in enhancing civic literacy through community-based programming and service learning, this volume provides descriptions of theoretical frameworks and practical models for incorporating community renewal into the college mission. The following articles are provided: (1) "Service Learning: Why Community Colleges?" by Lynn Barnett; (2) "Understanding Faculty Needs: An Institutional Imperative," by Leonard F. O'Hara; (3) "'Love Yourself Enough,'" by Marietta McCarty; (4) "Commitment to Community: Service Learning at Miami-Dade Community College," by Robert J. Exley; (5) "Incorporating Civic Literacy into Technician Education: Why? How?" by Elizabeth A. Mathias; (6) "The Engaged Campus," by C. David Lisman; (7) "In Good Company: A Ten-Year Odyssey in Pursuit of Civic Purpose," by Nan Ottenritter and Michael H. Parsons; (8) "Community College-Community Relationships and Civic Accountability," by Rosemary Gillett-Karam; (9) "Integrating Service into a Multicultural Writing Curriculum," by Robert W. Franco; and (10) "Sources and Information: Current Programming in Civic Literacy and Community Services," by Janel Ann Soule Henriksen. (BCY)

ED 392 511 PS 023 118

McGimsey, Bettina

DESCRIPTORS- At Risk Persons; Child Advocacy; Child Development; Childhood Needs; *Children; Child Welfare; Community Action; Community Cooperation; Community Role; Early Childhood Education; Early Intervention; Educational Change; Educational Improvement; Educational Innovation; Educational Needs; *Family Characteristics; *Family Programs; Integrated Services; *Social Problems; Tutoring
IDENTIFIERS- Family Support; *Illinois

This report describes strategies being employed to improve the lives of Illinois children and families. Lessons from the programs highlighted in this summary include the following: (1) Early childhood programs are essential to helping children be more successful in school; (2) Local involvement in finding solutions to pressing problems is essential to providing programs that will best serve the community; (3) Effective programs address the family as a whole and link services across problems; (4) Educational materials and practices must be used creatively to best meet children's needs; (5) Developing tutor-mentor relationships can provide children with valuable opportunities to improve their lives; (6) Programs must emphasize the acquisition of skills and practical resources to facilitate transitions from welfare to work; (7) Independent case advocates can ensure that the best interests of at-risk children are being served by the child welfare system; and (8) Family-oriented work policies and services enable more families to keep their jobs, increase productivity, and strengthen the whole family. Actions individuals can take to help meet the needs described here include spending more time with children; using voting power wisely; joining tutor or mentor programs; and donating materials to schools, libraries, or child care centers. (JW)

ED 392 529 PS 023 945

McIntire, Roger W.
Enjoy Successful Parenting: Practical Strategies You Can Use Today!
PUB DATE- 95
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Behavior; *Child Rearing; Children; *Family Life; *Parent Child Relationship; *Parenting Skills; Parent Materials; Parent Role; Praise; Punishment; Rewards; Satisfaction; Social Behavior

A child's best interest is served when parents enjoy and are satisfied with their family responsibilities. This book, for parents of children ages 2-10, illustrates how children learn their communication styles, imitate their parents, and acquire and modify their own dispositions. So that the family may be enjoyed by everyone, children need good early social habits and a feeling they are making a contribution. Toward this end, the book offers specific positive strategies for solving daily problems and reaching long-term goals. Part 1, "Understanding What's Going On," describes how to observe a child's behavior, plan reactions, and place blame and give credit in problem situations. Part 2, "Sending the Right Messages," describes looking for and rewarding specific good behavior, sending positive messages, and creating child involvement that creates a family atmosphere. Part 3, "Making a Few Good Rules,"

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affective Behavior; Aggression; Antisocial Behavior; *Behavior Change; *Behavior Problems; *Child Behavior; Child Development; Classroom Environment; Classroom Techniques; Developmental Stages; Discipline; Eating Habits; *Preschool Children; Preschool Education
IDENTIFIERS- Disruptive Behavior

Focusing attention on possible underlying causes of a child's misbehavior, this guide uses a situational approach for solving specific behavior problems that commonly occur with young children. Each behavior is discussed in a separate chapter, with step-by-step recommendations provided to correct the problem. The book encourages readers to consider the influences of developmental, environmental, and health factors on children's behavior. The chapters are grouped in sections as follows: (1) "Overview," including setting a positive environment to encourage appropriate behavior, and why children misbehave; (2) "Aggressive and Antisocial Behaviors," including hitting, biting, stealing, and noncompliance; (3) "Disruptive Behaviors," including running aimlessly around the classroom, shouting in the classroom, and dropping objects to create noise; (4) "Destructive Behaviors," including breaking toys, flushing objects down the toilet, and destroying the work of others; (5) "Emotional and Dependent Behaviors," including tantrums, baby talk, clinging, whining, and seeking attention; (6) "Participation in Social and School Activities," including non participation, shyness, and infrequent large-muscle activity; and (7) "Eating Behaviors," including finicky eating and overeating. The final two chapters cover dealing with multiple problem behaviors, and record keeping. (HTH)

ED 392 547 PS 024 048

Karnofsky, Florence; Weiss, Trudy
How To Prepare Your Child for Kindergarten.
PUB DATE- 93
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; *Early Experience; Interpersonal Competence; *Kindergarten; Language Acquisition; *Parent Role; *Parents as Teachers; Prereading Experience; *Preschool Children; Preschool Education; Reading Readiness; Rewards; School Entrance Age; *School Readiness; Separation Anxiety; Social Adjustment; Social Behavior; Student Adjustment; Writing Readiness

Intended as a guide to help parents of children from birth to age 5 teach their children the skills needed to make kindergarten a experience, this book consists of an introduction and seven chapters on various aspects of preparing young children for kindergarten. Checklists for parents are included in each chapter. The Introduction discusses what parents need to know about themselves and about kindergarten. Chapter 1 describes eight things parents need to know to bring out the best in their child. Chapter 2 discusses what every child should be able to communicate before entering kindergarten. Chapter 3

IDENTIFIERS- *Census 1990; Kitchens

Four briefs use data from the 1990 Census of Population and Housing to examine housing characteristics of reservation American Indian households. Forty-eight reservations with 500 or more American Indian households were compared to all households in the United States and to nonreservation American Indian households. Data revealed that: (1) American Indian households made up less than half (45%) of all households on reservations; (2) 67 percent of reservation American Indians owned their homes, slightly more than all race groups or nonreservation American Indians; (3) homeownership rates for reservation American Indians rose steadily with age; (4) only 16 percent of reservation American Indian householders were 65 years of age or older; (5) a higher proportion of American Indian householders under age 35 lived off reservations, possibly due to younger American Indians leaving reservations because of poor employment and educational opportunities, as well as lack of housing; (6) reservation American Indian households contained a median of 3.65 persons; (7) the typical reservation home had only 4.4 rooms, nearly a whole room less than the national median; (8) nearly one-third of reservation homes were overcrowded; (9) over one-fourth of reservation American Indian homeowners lacked complete plumbing; (10) reservation American Indian households were far more likely than the typical U.S. household to live in new housing units; (11) 14 percent of reservation American Indians lived in mobile homes; (12) American Indian homes on reservations were much more likely to lack complete kitchen facilities; (13) the majority of American Indian homes on reservations did not have a telephone; (14) 22 percent of American Indian reservation households were without a motor vehicle; and (15) the most commonly used heating fuel on American Indian reservation homes was wood. The data is presented in numerous graphs and tables. (LP)

ED 392 566 RC 020 435

Foght, Harold Waldstein
The American Rural School: Its Characteristics, Its Future and Its Problems.
PUB DATE- 10
NOTE- 420p.; Xerox copy of original book, reproduced two pages per landscape pages. This book is cited by Mary Phillips Manke in her article "The Rural Teacher in the Early 1900's" (EJ 478 228) as a classic of rural education literature; see also RC 020 215-218, 435, 451-452, 470. Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Agricultural Education; Consolidated Schools; *Educational Change; Educational History; *Educational Practices; Elementary Secondary Education; Futures (of Society); Higher Education; Modernization; One Teacher Schools; *Role of Education; Rural Areas; Rural Education; *Rural Schools; School Administration; School Buildings; *School Role; Teacher Education; Teacher Role; Vocational Education
IDENTIFIERS- Gardens; Nature Study

Written in 1910, this book was intended to enlighten rural school teachers, superintendents, and school board members as to the changing role of schools in meeting the needs of rural society and the demands of modern life. The contention was that rural schools should not prepare students for life in town, but rather prepare students for rural life. The book begins with an significant female disadvantage in South Asia in terms of food consumption and related health indicators, and the level of female education is significantly lower than that of men in many developing countries. Although directly increasing female income may partially offset female disadvantage, generalized gender-based transfers present problems: (1) they are very indiscriminate; (2) women may not retain control over income received; and (3) other remedies may better address the causes of female disadvantage. A more specific policy response may involve gender targeting of particular government services. Gender targeting of education has been adopted by some developing countries and is receiving favorable attention from external funding agencies. Education raises women's personal income; cannot be directly appropriated by other household members; benefits children, particularly in the area of child health; and tends to reduce fertility. Other government services that may be targeted by gender include family planning services, health and nutrition interventions, and agricultural extension services. Other types of targeted intervention may also be highly cost-effective, including reforming the content of education and strengthening female property rights. Contains 102 references. (SV)

ED 392 582 RC 020 470

Donovan, Frances R.
The Schoolma'am.
PUB DATE- 38
NOTE- 367p.; Xerox copy of original book, reproduced two pages per landscape page. This book is cited by Mary Phillips Manke in her article "The Rural Teacher in the Early 1900's" (EJ 478 228) as a classic of rural education literature; see also RC 020 215-218, 435, 451, 452.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Educational History; *Educational Practices; Elementary Secondary Education; Higher Education; Marital Status; Rural Schools; Small Schools; Teacher Associations; *Teacher Characteristics; Teacher Education; Teachers; Teacher Student Relationship; *Teaching (Occupation); *Teaching Conditions; Urban Schools; *Women Faculty
IDENTIFIERS- *1930s; Teacher Community Relationship

In the 1930s and reprinted in 1974, approximately 85 percent of the teachers in U.S. public schools were women--"schoolma'ams." This book provides a portrait of women teachers of that era, as well as a comprehensive overview of their lives, their careers, the conditions under which they taught in rural and urban schools, and the educational practices of that period. Chapters cover the growth in the number of female teachers during the 1800s; teacher characteristics and stereotypes; why most female teachers remained unmarried; profiles of an unmarried, a married, and a widowed teacher; "queer" teacher types and their neuroses; the case of a mentally ill teacher; student perceptions of their teachers and the teacher-student relationship; teacher background and motivation to teach; teacher training, selection, and appointment; relationships with school boards and superintendents; teacher turnover; the teacher's place in the community; her private life; teacher salaries and economic position; tenure, pension, and old age; the occupational opinions of two young women--one who left teaching to enter business and one who left the business world to enter teaching; teaching as a career; professional organizations; and the schoolma'am of tomorrow. Includes many interruption of a cognitive activity sets the stage for emotion. Mandler's theory is particularly applicable to mathematical problem-solving experiences. Mandler's linking of emotion to perception also makes emotion during problem solving an excellent candidate to be modeled with catastrophe theory. This hypothesis was tested using data collected during actual problem-solving experiences from (n=14) students in a graduate problem-solving class. Results showed that 74% of the variance in frustration level of the students was explained by the catastrophe model whereas only 46% was explained by the linear model. Contains 46 references. (Author/MKR)

ED 392 605 SE 057 707

Allen, Bradford D.; Carifio, Jim
Relationship between Emotional States and Solving Complex Mathematical Problems.
PUB DATE- Mar 95
NOTE- 27p.; Paper presented at the meeting of the Eastern Educational Research Association (Hilton Head, SC, March 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Cognitive Processes; *College Students; Higher Education; *Majors (Students); *Mathematics Achievement; *Problem Solving

Mandler's (1984) model of emotion is summarized in this paper and is operatonalized analytically and statistically using Thom's (1975) catastrophe theory. Data were collected from (n=15) mathematics majors in a pilot study to test Mandler's model and the nonlinear effects of emotions in solving mathematical problems. The data were found to fit Thom's cusp model almost twice as well as the conventional linear model, thus strongly supporting Mandler's model. The implications of these findings are discussed in terms of mathematical problem solving and mathematics education. Contains 69 references. (Author/MKR)

ED 392 606 SE 057 708

Allen, Bradford D.; Carifio, Jim
Methodology for the Analysis of Emotion Experiences during Mathematical Problem Solving.
PUB DATE- May 95
NOTE- 20p.; Paper presented at the Annual Conference of the New England Educational Research Organization (Portsmouth, NH, May 3-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Higher Education; *Mathematics Achievement; Models; *Problem Solving; *Student Evaluation; *Theories

A theoretical model and methodology is presented that allows the path or trajectory of an individual's emotional experience during problem solving to be depicted and empirically studied. The trajectory of one's emotional experience reveals how well the individual copes with the frustration of problem solving by indicating how quickly recovery takes place. The methodology described here offers a way to empirically test and validate theories that may help shift students away from excessive

ED 392 629 SE 057 859

Fensham, Peter J., Ed.
Science and Technology Education in the Post-Compulsory Years.
PUB DATE- 96
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; Biological Sciences; Chemistry; Environmental Education; Foreign Countries; *Higher Education; Physics; Professional Development; *Science Curriculum; *Science Education; *Scientific Literacy; Teacher Education; *Technology Education
IDENTIFIERS- Australia; Gender Issues

This book highlights the importance of science and technology education in Australia in the post-compulsory years. It outlines the themes of how and why science and technology are now being so regularly associated in reports and reviews of education and training and contains an account of the changes in the societal and educational contexts that have led to post-compulsory education being conceived as a distinctive stage in the overall span of formal educational provision. Chapters include: (1) "Science and Technology" (Fensham, Peter); (2) "Post-Compulsory Education and Science: Dilemmas and Opportunities" (Fensham, Peter); (3) Science Curriculum Around Australia: The State of the Art" (Malcolm, Cliff); (4) "Science Achievement in Post-Compulsory Schooling in Australia From an International Perspective" (Rosier, Malcolm); (5) "System-Wide Curriculum Design: Its Significance for Science Studies" (Parker, Lesley); (6) "Exemplary Teaching of Science: Its Meaning in the Post-Compulsory Years" (Fraser, Barry & Tobin, Kenneth); (7) "Improving the Teaching and Learning of Science in the Post-Compulsory Years" (White, Richard); (8) "Technology Education in the Post-Compulsory Years" (Gardner, Paul; Penna, Chris; & Brass, Kate); (9) "Science and Technology Education in Technical and Further Education (TAFE)" (Hall, William); (10) "The Post-Secondary Chemistry Curriculum in Australia" (Rae, Ian); (11) "Undergraduate Education in the Biological Sciences in Australian Universities: Determinants of Issues in Curriculum" (Adamson, Heather); (12) "The Undergraduate Science Education of Secondary Science Teachers" (Fensham, Peter); (13) "A Gender-Sensitive Science and Technology Program in Primary Teacher Professional Development" (Kirkwood, Valda; Bearlin, Margaret; & Hardy, Tim; and (14) "Conclusion" (Fensham, Peter). (JRH)

ED 392 630 SE 057 860

Looking at Earth from Space: Teacher's Guide with Activities for Earth and Space Science.
PUB DATE- 95
NOTE- 357p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Elementary Secondary Education; *Meteorology; *Satellites (Aerospace); Science Activities; Space Sciences

The Maryland Pilot Earth Science and Technology Education Network (MAPS-NET) project was sponsored by the National Aeronautics and Space Administration (NASA) to enrich teacher preparation

Samples of Students' Responses from the Grade 3 Mathematics
Performance-based Assessment Tasks, June 1994.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Evaluation; Foreign Countries; Grade 3; Mathematics Education; *Performance Based Assessment; Primary Education; *Problem Solving; *Thinking Skills; Writing Skills
IDENTIFIERS- Alberta

As part of Alberta Education's (Canada) broadened assessment initiatives, a sample of 693 Grade 3 students from across the province participated in the Mathematics Performance-based Assessment, 1994. This activity-based assessment, using picture books and manipulatives, was developed by Grade 3 teachers to assess a broad range of skills not easily measured using multiple-choice tests. The problem-solving and writing activities were designed to obtain valuable information about how students apply their knowledge in mathematics when solving real-life problems. The purpose of this document is to provide teachers, administrators, students, and parents with samples of students' performances that exemplify standards in relation to the assessment tasks. The samples of students' work selected for this booklet illustrate the quality of students' work at each of three levels: Does Not Meet Acceptable Standard; Meets the Acceptable Standard; and Meets the Standard of Excellence. The commentaries that accompany the samples highlight selected features of the students' responses and show how scoring criteria relate to students' work. Appendixes include science holistic scoring criteria, percentage of students at each level, and science descriptive coding criteria. (JRH)

ED 392 652 SE 058 106

Duckworth, Carolyn; And Others
Wild about Elk: An Educator's Guide.
SPONS. AGENCY- Western Association of Fish and Wildlife Agencies.
PUB DATE- 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Conservation (Environment); Elementary Secondary Education; Environmental Education; *Habitats; Science Activities; Science Projects; *Wildlife; Wildlife Management
IDENTIFIERS- *Elks

The goal of Project WILD, a K-12 interdisciplinary conservation and environmental education program emphasizing wildlife, is to assist learners of any age in developing awareness, knowledge, skills, and commitment resulting in informed decisions, responsible behavior, and constructive actions concerning wildlife and the environment. This educator's guide is one component of an elk education project, which also includes a poster illustrating elk in their seasonal habitats, a model elk trunk for hands-on use with students, and a video that provides the opportunity to see and hear elk in their natural environment. This guide provides a summary of the biology and ecology of the elk. A primary message woven throughout the milestone with a healthy environment" (Lester R. Brown; Christopher Flavin; Sandra Postel). Changes needed to cope with environmental degradation will come only from responsible citizens re-shaping politics, business, economics, and technology and initiating the kind of changes they believe are necessary to ensure a world fit to live in for our grandchildren...and their grandchildren. (EH)

ED 392 673 SO 025 669

Audigier, Francois
Teaching about Society, Passing on Values: Elementary Law in Civic Education.
PUB DATE- 93
NOTE- 46p.; French Edition: "Enseigner la societe, transmettre des valeurs--l'initiation juridique dans l'education civique."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; Educational Change; Elementary Secondary Education; Foreign Countries; Moral Development; *Moral Values; Value Judgment; *Values
IDENTIFIERS- Europe

This booklet explores the question of what the role and task of schools should be in facing the changes underway in educational systems throughout Europe. The school's tasks always been that of teaching, educating and preparing children for life in society. Ethical and moral standards has been seen as part of that task. This area is also very complicated and prone to conflict, yet it is also seen as the very basis of human survival. This booklet explores some of the challenges facing the new civic education underway. The book is divided into three parts: (1) "The Background and Issues Involved"; (2) "The School as a Training Ground for the Citizen"; and (3) "The Legal Dimension, a Pillar of Civic Education." (EH)

ED 392 674 SO 025 677

Sterling, Mary Ellen
Learning through Literature: Geography, Intermediate.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Books; *Childrens Literature; Elementary Education; *Geography; *Geography Instruction; Humanities; Integrated Activities; *Interdisciplinary Approach; Language Arts; *Social Studies; *Whole Language Approach

This resource book provides specific strategies and activities for integrating the intermediate geography curriculum with related children's literature selections. The book includes the following sections: (1) "World Geography Overview"; (2) "Oceans"; (3) "Polar Regions"; (4) "Islands"; (5) "Rain Forests"; (6) "Mountains"; (7) "Forests"; (8) "Rivers"; (9) "Deserts"; and (10) "Grasslands." Each section contains brief summaries of picture books, novels, and nonfiction books along with a variety of follow-up activities and supporting pages. An extensive bibliography for each sections lists other titles related to that area of geography. (EH)

ED 392 675 SO 025 678

annotated reading list and a set of discussion questions for classroom use. (EH)

ED 392 697 SO 025 856

Krauss, Ellis S.
Japan's Democracy: How Much Change? Headline Series No. 305.
PUB DATE- 95
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; *Change; Democracy; Foreign Countries; *Foreign Policy; *Human Relations; *International Relations; Political Attitudes; Political Science; Secondary Education; Social Studies; World Affairs; World History; World War II
IDENTIFIERS- *Japan

This booklet analyzes the changes that have occurred in Japan in the postwar period. The book is divided into four chapters. Chapter 1, "Revolutionary Change: American Occupation, 1945-52," focuses on the dramatic changes brought by Occupation forces. Chapter 2, "Evolutionary Change: Japan's Democracy from the Occupation through the 1980s," chronicles almost 40 years of uninterrupted conservative rule. Chapter 3, "The Transformation of 1993-94," addresses the more "surprising" developments of recent years. Chapter 4, "The Future of Japan's Democracy," examines how the most recent changes stemmed from earlier transitions and projects their possible impact on the future. The volume includes an annotated reading list and a set of discussion questions for classroom use. (EH)

ED 392 698 SO 025 861

Chapin, June R.
The Controversy on National Standards for History.
PUB DATE- Nov 95
NOTE- 41p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Chicago, IL, November 9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Content Analysis; Educational Principles; Elementary Secondary Education; *History Instruction; *Multicultural Education; Textbook Bias; United States History; *World History
IDENTIFIERS- *National Standards

This paper examines the controversy generated by the 1994 release of the "National Standards for United States History: Exploring the American Experience (5-12)" and "National Standards for World History: Exploring Paths to the Present (5-12)." The standards engendered protests as conservatives and others charged that it was a "politically correct" document with multiple perspectives, extravagant multiculturalism, and an anti-West bias. Media analysis showed that the more liberal newspapers and magazines supported the new standards with few qualifications and more conservative magazines and journals generally were very negative about the new history standards. The debate became a political focus where the supporters and contents include seven sections: (1) "'Young People in 1995'--Who Are They, What Sets Them Apart?"; (2) "Young People and Drugs"; (3) "Young People and Violence"; (4) "Young People and Unemployment"; (5) "Youth Assistance"; (6) "The Majority: Optimistic, Open and Active"; and (7) "Would You Like to Know More? (Suggested Reading)." (EH)

ED 392 722 SO 026 047

McGinnis, Kathleen
Educating for a Just Society, Grades 7-12.
PUB DATE- 91
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; Age Discrimination; *Conflict Resolution; *Critical Thinking; Disability Discrimination; *Justice; Mass Media Effects; *Multicultural Education; *Peace; Racial Discrimination; Secondary Education; Sex Discrimination; *Social Discrimination; Social Problems; Social Studies

This manual examines peace and justice themes with a specific domestic focus on issues rooted in the cultural, political, social, and economic fiber of the U.S. culture and economy. Each unit begins with overall goals for the unit with lessons developed around each goal. The lessons include brief background information for the teacher and suggested classroom activities. Worksheets accompany many units. Recommended written and audiovisual resources are listed. The volume contains the following: (1) "How To Use This Manual"; (2) "Introduction"; (3) "Conflict Resolution and Dealing with Violence"; (4) "Ageism"; (5) "Justice for People with Disabilities"; (6) "Sexism"; (7) "Racism"; (8) "Multicultural Education"; (9) "Poverty in the United States"; and (10) "Advertising and the Media." (EH)

ED 392 723 SO 026 048

McGinnis, James
Educating for Peace and Justice: Religious Dimensions, Grades 7-12. 8th Edition.
PUB DATE- 93
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; Critical Thinking; Cross Cultural Studies; *Global Education; International Cooperation; *Justice; *Multicultural Education; *Peace; *Religion; Religion Studies; Religious Education; Secondary Education; Social Discrimination; Social Problems; Social Studies; World Problems

This manual examines peace and justice themes with an interfaith focus. Each unit begins with an overview of the unit, the teaching procedure suggested for the unit and helpful resources noted. The volume contains the following units: (1) "Of Dreams and Vision"; (2) "The Prophets: Bearers of the Vision"; (3) "Faith and Culture Contrasts"; (4) "Making the Connections: Social Analysis, Social Sin, and Social Change"; (5) "Reconciliation: Turning Enemies and Strangers into Friends"; (6) "Interracial Reconciliation"; (7) "Interreligious Reconciliation"; (8) "International Reconciliation"; (9) "Conscientious Decision-Making about War and Peace Issues";

Administration of Child Service Programs," which was team taught during the summers of 1994 and 1995 at The Pennsylvania State University. About 30 students enrolled in each session. Following a brief overview of the course, each strategy is described, discussed, and assessed for its merit in promoting reflection in early childhood teachers. The course explored the background for setting up an early childhood center, described exemplary child care administrators and teachers and their practices, and finally, discussed issues of special concern. The strategies covered included "Opening a Center" simulation game, student authored cases, and portfolios. Results indicated the strategies were successful in promoting reflection among course participants. Excerpts from case studies and portfolios are included. (Contains 21 references.) (ND)

ED 392 745 SP 036 479

Banks, Freddie A., Jr.; And Others
Planting Seeds for Recruitment, Retention and Graduation of Minority Teachers.
PUB DATE- 22 Feb 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Community Colleges; Elementary Secondary Education; Helping Relationship; Higher Education; High School Students; *Mentors; *Minority Group Teachers; Models; *Preservice Teacher Education; Summer Programs; *Teacher Education Programs; Teacher Improvement; *Teacher Recruitment
IDENTIFIERS- *Illinois; *Protege Mentor Relationship

The Minority Teacher Identification and Enrichment Program (MTIEP) is a university-based model that has served as a catalyst in the development of a statewide program to increase the pool of minority teachers in the State of Illinois. The program created a network of Minority Teacher Education Associations (MTEAs) which identified potential teachers at the community college, high school, and junior high school levels, and provided them with pertinent information, educational activities and support for teaching as a career. Phase one of the program is designed to be mentor/mentee intensive and relies on professionals, including superintendents, principals, and teachers, to recruit minority students into the local MTEAs. The mentors assist the mentees by providing educational programs and activities designed to sharpen literacy, mathematical, and computing skills, and by sharing their knowledge of the teaching profession, its requirements and its opportunities. Phase two consists of summer programs on university campuses designed to capitalize on the mentoring process which occurs when mentors and mentees are brought together for the common purpose of enhancing the recruitment, preparation, and retention of minority teachers. Students attend classes designed to enhance their basic academic, study, and social and cultural skills; participate in panel discussions; and interact with other teacher education majors, strengthening their classroom and tutorial effectiveness. In the first year of the program, approximately 125 students participated in the activities of the MTEAs. Examples of activities accomplished include training as tutors and mentors; development of program activities; producing a video tape, newsletters, and brochures; enhanced writing, math, and communication skills; and participation in hands-on career

Judge, Harry; And Others
The University and the Teachers: France, the United States, England. Oxford Studies in Comparative Education. Volume 4(1/2), 1994.
PUB DATE- 94
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Cultural Context; *Educational Philosophy; Elementary Secondary Education; Foreign Countries; Foundations of Education; Higher Education; *Preservice Teacher Education; *Teacher Education Programs
IDENTIFIERS- England; France; United States

This publication explores the role of the university in the education and professional preparation of teachers. It examines this relationship in a cross-national perspective with the goal of exposing a whole range of embedded attitudes about education, cultural assumptions, and political habits in three countries--France, the United States, and England. Circumstances differ widely in the three countries, but for all of them it can be argued that the mid-1960s represented a time of dramatic and fundamental changes, hence 1963 was established as a starting point for the individual country expositions. Each study begins with an overview of the situation in that country during 1963, followed by an analysis of how the prevailing relationship between the university and the training of teachers had by 1963 been generated, and then an analysis of teacher education since 1963. Finally, the current status of education in the three countries is summarized with projections for the future relationship between the university and teacher education. Contains substantial bibliographies on each country. (ND)

ED 392 764 SP 036 510

Touching the Future.
PUB DATE- 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Educational Cooperation; Educational Philosophy; *Educational Technology; Elementary Secondary Education; English Curriculum; *Faculty Development; Gifted; History Instruction; *Instructional Innovation; Middle Schools; *Multicultural Education; Multimedia Materials; Teaching Methods; *Teaching Styles
IDENTIFIERS- Biliteracy; *Diversity (Student)

This publication relates the experiences of the five McAuliffe Educators in 1994. The projects are profiled in terms of the school and the students, the teacher's philosophy, the Christa McAuliffe Institute (CMI) project, and the project impact and results. The project titles are: (1) "Integrating Multimedia Production and Multicultural Education: A Middle School English Project" (Hazel Lockett, Vernon L. Daley Junior High School, East Orange, New Jersey); "Listening for All Voices: A High School Multicultural History Project" (Robin Wax, Pioneer High School, Ann Arbor, Michigan); (3) "An Elementary School Biliteracy Curriculum" (Jaime Roybal, C. E. Rose Elementary School, Tucson, Arizona); (4) "Multicultural Education and the Underrepresented, Gifted Population" (Arlene Costello, Oakcrest

ED 392 781 SP 036 529

Boe, Barbara L.
Diversity in Assessment Procedures.
PUB DATE- Feb 96
NOTE- 22p.; Paper presented at the American Association of Colleges for Teacher Education Conference (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Critical Thinking; Elementary Education; *Evaluation Methods; *Group Activities; *Group Testing; Higher Education; Literature Reviews; Preservice Teacher Education; *Student Evaluation
IDENTIFIERS- Group Oral Review; *Oral Examinations

This paper looks at using collective critical thinking about issues as an assessment technique instead of or in addition to written tests. A substantial literature review examines the role of assessment and alternative strategies such as group oral exams in classes where cooperative activities and learning have been emphasized. The review reveals that a group oral exam works effectively. In a non-threatening environment, students use individual input and reflection as well as group skills to synthesize group responses. Examples of use of group oral exams as an assessment procedure are described, including the group dynamics and outcomes: (1) a final group oral exam for an experimental class which focused on cooperative activities, panel discussions, forums, etc.; (2) a fourth-grade class preparing a letter to a state senator regarding rain forest destruction; (3) a mock school board meeting; and (4) a final exam from an experimental class. Findings from the use of group oral exams indicate that such exams reduce anxiety, promote critical thinking and analysis rather than just retrieval of information, are applicable in many disciplines, develop consensus building skills, and demonstrate democracy in action. Though not applicable to every content subject or unit of work, where it is an appropriate assessment/evaluative instrument, group oral testing appears to be very effective. Examples of final exams and study guides are included in an appendix. (Contains 16 references.) (ND)

ED 392 782 SP 036 531

Kaplan, Leonard, Ed.
Education and the Family.
PUB DATE- 92
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Family Influence; *Family Involvement; *Family School Relationship; Higher Education; High Risk Students; *Knowledge Base for Teaching; Parent Influence; *Parent Participation; Parent Teacher Cooperation; *Partnerships in Education; Preservice Teacher Education; *Public Education; Social Influences; Teacher Education Curriculum

NOTE- 507p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Basic Skills; *Counties; Educational Change; *Educational Finance; Educationally Disadvantaged; Elementary Secondary Education; Program Evaluation; Program Implementation; *Resource Allocation; *School Personnel; School Statistics; State Legislation; *State Programs; Tables (Data); Teacher Salaries
IDENTIFIERS- *Basic Education; *North Carolina; Reform Efforts

This publication provides the basic statistics needed to illustrate the impact of North Carolina's Basic Education Program (BEP), an educational reform effort begun in 1985. Over 85% of the positions in the BEP are directly related to teaching and student-related activities. The new BEP programs result in smaller class sizes in kindergartens and more resources for the state's educationally disadvantaged children. Funding formulas for BEP personnel are summarized in table form for 1984-85, 1994-95, and the projected full implementation. Pie charts indicate the allocation of the total fiscal year (FY) 1994-95 funding of $284 million. While 27.2% is allocated to teachers, 59.9% goes to other instructional support. At full implementation, the BEP will support 11,558 teachers; 1,902 teacher assistants; 4,020 instructional assistants, laboratory instructors, and media and clerical assistants; and 3,790 instructional support personnel. Data are provided in table form for each of the state's 119 counties and city districts, with the numbers of teachers broken down by instructional division. (Contains 1 funding formula table, 3 pie charts of allocations, 1 state summary table, 2 figures, and 119 county and city district data tables.) (SLD)

ED 392 799 TM 024 141

Professional Salary Schedules. Maryland Public Schools, 1994-95.
PUB DATE- Oct 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *Educational Finance; Elementary Secondary Education; *Professional Personnel; *Public Schools; Salaries; School Districts; *School Personnel; Tables (Data); Teacher Employment Benefits; *Teacher Salaries; Urban Schools
IDENTIFIERS- *Maryland

This compilation of tables presents information on educator salaries in the Maryland public schools for 1994-95. Salary information for the state's 23 counties and Baltimore City is presented in the following tables: (1) maximum salaries for 12-month professional positions; (2) salary range for 10-month teachers; (3) salary schedules for public school teachers with a Bachelor's degree and certification; (4) salary schedules for teachers with a Master's degree; (5) salaries for 12-month principals; (6) salaries for vice and assistant principals; and (7) salaries for supervisors (equivalent to coordinators or curriculum specialists). Superintendent salaries range from a high of $140,000 for Baltimore City schools to $74,605 in Garrett County. The minimum salary for a teacher with a Bachelor's degree and a standard professional certificate ranges from $43,160 in Baltimore City for $27,835 in Dorchester County. (SLD)

Americans. Thirty percent of girls who dropped out did so because of pregnancy. Many dropouts remain optimistic about their prospects. Only 15% of dropouts indicated that they expected to attain less than a high school education in their lifetimes, with about a fifth planning to attend a vocational or trade school. One third planned to attend college. (Contains 20 figures, 5 tables, and 10 references.) (SLD)

ED 392 819 TM 024 458

Thompson, Bruce
Editorial Policies Regarding Statistical Significance Testing: Three Suggested Reforms.
PUB DATE- 8 Nov 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Editing; *Educational Assessment; *Effect Size; Quality Control; *Research Methodology; *Statistical Significance; *Test Use
IDENTIFIERS- Bootstrap Methods; Cross Validation; Jackknifing Technique; *Research Replication

Editorial practices revolving around tests of statistical significance are explored. The logic of statistical significance testing is presented in an accessible manner--many people who use statistical tests might not place such a premium on them if they knew what the tests really do, and what they do not do. The etiology of decades of misuse of statistical tests is explored, highlighting the bad implicit logic of persons who misuse statistical tests. Finally, three revised editorial policies that would improve conventional practice are discussed. The first is the use of better language, with insistence on universal use of the phrase "statistical significance" to emphasize that the common meaning of "significant" has nothing to do with results being important. A second improvement would be emphasizing effect size interpretation, and a third would be using and reporting strategies that evaluate the replicability of results. Internal replicability analyses such as cross validation, the jackknife, or the bootstrap would help determine whether results are stable across sample variations. (Contains 51 references.) (Author/SLD)

ED 392 820 TM 024 468

Webster, William J.
What Principals Need To Know about Measurement in the Era of Site-Based Management.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Budgeting; Curriculum Development; Decision Making; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Measurement Techniques;

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Admission Criteria; *College Admission; College Applicants; College Bound Students; *College Choice; College Freshmen; College Planning; College Preparation; Higher Education; Parent Aspiration; Parent Attitudes; Paying for College

This book guides high school students and their families as they select and apply to college by suggesting significant questions, offering practical advice, and showing how to make the system work for the student and family. Chapter 1 discusses initial reflection about college including doing a self-assessment to focus the college search and increase chances of finding a good fit. Chapter 2 explores choosing colleges and covers factors to consider, information sources, early decision and early action, rolling admissions, and other factors. Chapter 3 uses description of three typical students to discuss visits to colleges and interviews. Chapter 4 is on planning and preparing for college all throughout the high school years including critical tests and when to take them. Chapter 5 addresses applications in general including electronic filing, answering the questions, essays, and mistakes to avoid. Chapter 6 offers points for making the most impressive application. Chapter 7 looks at financing including planning, shortening the college experience, the financial aid system, loan programs, ways to reduce tuition and fees, payment plans, and information sources. Chapter 8 discusses parents and their own expectations of college. Chapter 9 is on how to handle acceptances, rejections, and wait-listing. Chapter 10 contains tips for having a good experience during the freshman year. An index is included. (JB)

ED 392 364 HE 028 964

A Factual Look at Higher Education in Nebraska Including Fall Head Count Enrollment, Freshman Residence and Migration, Degrees Awarded, Institutional Finance, Faculty Salaries.
PUB DATE- Nov 95
NOTE- 479p.; For a related document, see ED 376 785.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College Freshmen; Community Colleges; Costs; *Degrees (Academic); *Educational Finance; Enrollment; *Enrollment Trends; Expenditures; *Higher Education; Minority Groups; National Surveys; Private Colleges; Proprietary Schools; State Colleges; State Universities; Tables (Data); Teacher Salaries; Trend Analysis
IDENTIFIERS- Integrated Postsecondary Education Data System; *Nebraska

This document analyzes Nebraska data from the Integrated Postsecondary Education Data System (IPEDS) concerning trends and significant changes in head count enrollment, degrees awarded, institutional finance, full-time faculty at Nebraska's 13 public and 17 independent colleges and universities, and enrollment and degrees at the state's private career schools. Highlights of the data include the following: (1) 1994 total Fall head count enrollment for the state's 29 public and independent postsecondary institutions was 115,432 students, down from an all time high of 116,767 for Fall 1993; (2) the

Court Litigation; Educational Assessment; Educational Quality; Federal Courts; *Financial Exigency; *Higher Education; Job Layoff; *Legal Problems; Policy Formation; State Legislation; Student Evaluation of Teacher Performance; *Teacher Evaluation; Tenure

This paper presents an examination of case law on faculty tenure and promotion as they are affected by institutional financial exigency and an examination of case law on personnel and faculty evaluation. An opening section reviews growing demands for accountability in higher education including legislatively mandated assessment of faculty and of student achievement. The following section reviews cases heard in the United States Supreme Court on faculty layoffs due to financial exigency. These decisions have generally supported the institution so long as appropriate due process was afforded faculty in the form of notice. A discussion of evaluation standards follows. Review of legal precedent relative to faculty evaluation and its link to student achievement shows that two cases have validated student evaluations as instruments that can be used in overall faculty evaluation. The paper closes by arguing that faculties and their institutions must take action now to control the direction of this issue. If they do not, state legislatures will try to write state law to mandate the performance legislators want to see. (Contains 23 references.) (JB)

ED 392 382 HE 029 025

To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development, 1982.
PUB DATE- 82
NOTE- 252p.; Published annually. Issues of this journal have been entered into ERIC out of normal sequence: see ED 325 062-063 (1989-1990), ED 344 537-540 (1985-1988), ED 366 279 (1992), HE 029 025-029 (1982, 1991, 1993-95).
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; College Faculty; College Instruction; Educational Environment; Educational Principles; *Faculty Development; *Higher Education; Instructional Improvement; *Organizational Development; Professional Development; Teacher Improvement; Teaching Assistants; Women Faculty
IDENTIFIERS- *Professional Organizational Devel Net High Educ

This annual journal issue contains 21 papers, many of which were developed as background pieces for sessions of the annual conferences of the Professional and Organizational Development Network in Higher Education (POD). Papers are grouped into four sections on: personal reflections, faculty development, evaluation of teaching practices, and training and development. The following papers are included: (1) "Empowerment in Academic Cultures: Whose Responsibility Is It?" (Lance C. Buhl); (2) "Dreams and Actualities: Danforth Fellows in Mid-Career" (R. Eugene Rice); (3) "The Unaccepted Challenge: Faculty Development for Women" (Michele Fisher); (4) "The Scholar-Practitioner Dilemma" (Robert J. Menges); (5) "A Mathematician's Journey: From Applying the Pure to Purifying the Applied" (Ronald A. Smith); (6) "Tanning My Hide with Research" (Robert E. Young); (7) "On Doing Intellectual Work: Grasping the Power of the Gestalt" (Rita Weathersby); (8) "The Creativity of Being Marginal: A Style of Generating Research in

Stiegemeier, Lois
Alaska Instructional Technology Survey Summary. March 1995.
PUB DATE- 95
NOTE- 31p.; For 1993 summary, see ED 376 806.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Facilities Planning; *Educational Technology; Elementary Secondary Education; Financial Support; *Instructional Development; Internet; Public Schools; *School Surveys; State Surveys; *Statewide Planning; Teacher Education
IDENTIFIERS- *Alaska; Connectivity; Goals 2000; Technology Integration; Technology Plans

In March 1995, the Alaska Department of Education conducted an instructional technology survey of all schools and school districts. The purposes of the survey were to collect data on the numbers and types of instructional technologies currently being used in Alaska schools, to collect information on the utilization of those technologies, to determine the level of priority for instructional technology in Alaska's schools, to determine what needs must be met in schools to employ technologies effectively, and to collect data which could be compared to results of a similar survey conducted in 1993. Information from the survey will be used by the Department in developing the Goals 2000 State Educational Technology plan, in working with districts in the area of instructional technology, in responding to requests for information regarding levels of technology in Alaska's schools, and in responding to proposed legislation on instructional technology. Responses were received from 48 of the 54 district offices (88%) and from 290 of the state's 467 schools (62%). Comments from respondents, some of which are displayed in box quotes to illustrate tabular data, produced the following findings: (1) wide disparities continue to exist across the state in the kinds of technologies available in schools; (2) schools are attempting to upgrade their technology but are limited by lack of funding; (3) the use of technology with students is seen as a high priority among a majority of school superintendents and principals; (4) establishing school and district networks is a new priority for many school districts, but only 24% have networks in place; (5) achieving access to the Internet is also a priority; (6) teacher training remains one of the highest needs for schools in the area of technology. Recommendations include that school districts should continue to plan for the implementation of technology with particular attention to teacher training, that the state and districts should work together to fund technology needs in the interest of educational equity, and that the state should examine possibilities of modernizing the telecommunications infrastructure for easier connectivity to the information superhighway. (Contains 24 figures and 4 tables.) (BEW)

ED 392 398 IR 017 684

Grandgenett, Neal; And Others
McMillan Magnet School: A Case History of a School Acquiring a Critical Mass of Computer Technology and Internet Connectivity.
SPONS. AGENCY- Mid-Continent Regional Educational Lab., Aurora, CO.
PUB DATE- 14 Nov 95
NOTE- 77p.; Contains illustrations which may not reproduce

qualities like patience, responsiveness, and enthusiasm, exhibited by the teacher in the classroom; (2) criteria offered through questionnaire responses from district coordinators, from 20 programming teachers described by those coordinators as effective, and from the students of the four particular teachers being studied; and (3) the programming concepts, problem-solving skills, and teaching strategies emphasized by each of the observed teachers. Tables illustrate criteria mentioned in the questionnaires and the degrees to which teachers stressed certain concepts and skills. (Author/BEW)

ED 392 416 IR 017 707

Kelly-Benjamin, Kathleen
Teachers, Technology & Testing: Exploring New Tools for Alternative Assessment.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 6p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Computer Uses in Education; Data Collection; *Educational Assessment; *Educational Technology; Elementary Secondary Education; Measures (Individuals); *Student Evaluation; Technological Advancement
IDENTIFIERS- *Alternative Assessment; *Role of Technology; Video Cameras

Instructional technology can help teachers formalize alternative methods of assessment. It allows them to record and report on student performance more fully and more dynamically. This paper discusses tools and methodologies used by a group called Teachers Using Technology to Measure Mathematics Meaningfully as they expanded their repertoire of classroom assessment techniques to incorporate instruments such as computers, video cameras, and Sunburst's Learner Profile. These tools assist not just with the delivery of tasks but with the collection of data and observations about student response. The paper also chronicles the formation of Teachers Using Technology to Measure Mathematics Meaningfully, discusses their goals and research activities, and suggests some future implications for the use of technology in alternative assessment. (Contains 14 references.) (Author/BEW)

ED 392 417 IR 017 708

Parrish, Allen; And Others
Assessing Computer Knowledge among College Students.
PUB DATE- 95
NOTE- 10p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Comparative Testing; Computer Literacy; Computer Science; *Computer Science Education; Curriculum Development; Familiarity; Higher Education; *Knowledge Level; Majors (Students)
IDENTIFIERS- Beginning Competence; Breadth of Perspective; *Computer Science Education Research

first course contains computer awareness and knowledge that students should have upon entering the university; the content includes practical knowledge and use of computer components, operating systems, word processing, and computer graphics. The course credit does not count towards graduation. The second course includes practical knowledge and use of spreadsheet, database, library database searching, telecommunications, and the Internet; this course counts for university credit. Three parts make up the exam for the first literacy course: (1) a self-grading HyperCard stack that asks questions covering the course content; (2) a document on the Macintosh and a list of operations to perform on that document; and (3) a document on the DOS machine and a similar list of operations to perform. The second course exam is also composed of three parts: (1) a spreadsheet with a list of operations to define and enter; (2) a database with a list of queries to perform; and (3) a list of six questions from which the student must choose four to answer using the word processor. The courses consist of six 1-hour lectures and nine 1-hour lab classes. To assess the courses, a perception survey is given to students in the first and last lab classes. An appendix lists the concepts for both computer literacy courses. (AEF)

ED 392 437 IR 017 728

Skolnick, Michael M.; Spooner, David L.
Graphical User Interface Programming in Introductory Computer Science.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 9p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Games; Computer Graphics; Computer Interfaces; *Computer Science Education; Higher Education; *Introductory Courses; *Programming
IDENTIFIERS- *Graphical User Interfaces; *Macro Graphic System; Rensselaer Polytechnic Institute NY

Modern computing systems exploit graphical user interfaces for interaction with users; as a result, introductory computer science courses must begin to teach the principles underlying such interfaces. This paper presents an approach to graphical user interface (GUI) implementation that is simple enough for beginning students to understand, yet rich enough to demonstrate many important aspects of computer science. The GUI interface described is implemented using a library of C macros and provides a display window that outputs bit-mapped graphics and inputs mouse actions. The macro calls and conventions are described in the context of an implementation of Conway's Game of Life, a programming exercise found in many introductory texts. The GUI interface for the Game of Life program is detailed in the first section, in order to provide a concrete example of the capabilities of the simplified GUI library. The next section describes the Life main function that sets up the buttons and associated callback functions; these callback functions are then presented. The last section gives an example of a simple paint program that can also be created using the GUI macro library. In addition, this paper considers how the material could be introduced in an Introduction to Computer Science course at Rensselaer Polytechnic Institute (New York).

centers on patrons, assistive devices and adaptive furnishings. Chapters 8 and 9 deal with signage and safety/security considerations. Design issues are discussed in chapter 10. Appendices include questions from the audience, questions and answers about the ADA, and adaptive technology exhibitors. (Contains 96 references.) (AEF)

ED 392 457 IR 055 842

Blindness and Visual Impairments: Information and Advocacy Organizations. Reference Circular No. 96-01.
PUB DATE- Jan 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Assistive Devices (for Disabled); *Blindness; Braille; *Counseling Services; *Information Sources; International Organizations; *Organizations (Groups); *Publications; Reading Materials; Reference Materials; Special Education; *Visual Impairments

This reference circular lists organizations that provide a variety of direct services to persons who are blind and visually impaired, including advocacy and advisory services, information and consultation, counseling and employment programs, assistive devices, and publications in special format. Many of the organizations offer guidance to families of persons with visual impairments and training for professionals. In addition, many publish journals, monographs, catalogs, and pamphlets; the major publications are specified. The first section lists national organizations alphabetically with an annotation that describes the services provided, and the second section lists international organizations. The third section includes publications that list the names of organizations that serve persons who are blind or visually impaired in the United States and in other countries, organizations that have tactile map collections, and producers and distributors of braille and large-print reading materials and assistive devices for reading. The last section lists state-level agencies that administer public programs providing rehabilitation services and special education. (Author)

ED 392 458 IR 055 843

Ghanti, Srinivas; Evans, John E.
Method of Coding Search Strings as Markov Processes Using a Higher Level Language.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Coding; *Markov Processes; Mathematical Models; *Online Searching; *Predictive Measurement; Probability; Programming; *Search Strategies; *Statistical Analysis
IDENTIFIERS- *Query Processing; Variables

For much of the twentieth century, Markov theory and Markov processes have been widely accepted as valid ways to view statistical variables and parameters. In the complex realm of online searching, where researchers are always seeking the route to the best search strategies and the most powerful query terms and sequences, Markov process analysis can investigate interactive search input variables in order to identify

ED 392 476 JC 960 127

A Report on Nursing Programs in Illinois Community Colleges.
PUB DATE- Mar 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; Articulation (Education); Community Colleges; Cost Effectiveness; Educational Quality; Employment Opportunities; *Labor Market; *Nursing Education; Program Effectiveness; Program Evaluation; Two Year Colleges; Vocational Education
IDENTIFIERS- *Illinois Community College System

As part of a fiscal year 1995 annual review of programs, the Illinois community colleges reviewed four nursing programs to assess how effectively they met the economic, social, and technological needs of the community. The nursing programs reviewed included registered nursing, practical nursing, nurse aide, and home health aide. Although the costs for associate degree or registered nursing (AND) programs were found to be high, licensed practical nursing (LPN) and certified nursing aid (CNA) programs were found to be cost-effective. All of the programs were rated highly for quality, citing high levels of student satisfaction, high passage rates on licensure exams, such improvements in facilities as technology upgrades, and program accreditation. The following program improvements were recommended: (1) local job markets for the AND, LPN, and CNA graduates must be monitored; (2) methods for improving student retention must be implemented; (3) a statewide nursing articulation model must be adopted; and (4) accessibility of labor market and career guidance information to students must be improved. Contains 22 references. Appendixes include a description of the nursing programs' differentiating characteristics, data tables of review outcomes, tables of articulated courses for nursing programs from high schools through universities, and a list of National League of Nursing accreditation status of state nursing programs by college. (TGI)

ED 392 477 JC 960 137

Nolte, Walter H.
How To Apply for a Community College Teaching Position.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Community Colleges; *Job Application; Resumes (Personal); *Teacher Employment; *Teacher Qualifications; *Teacher Selection; Teaching Experience; Two Year Colleges

Application packets for a community college teaching position should be simple, concise, and provide just enough information about the applicant to interest the screening committee. Since many colleges utilize an official application form, screening committees and personnel officers will probably review these forms for the candidate information. Although resumes are not always reviewed, they should provide basic information on education, teaching experience, other relevant experience, publications, awards, and references. Letters of application or

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 95
NOTE- 65p.; For a report on the Workforce Development Institute and related materials, see JC 960 159.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Databases; Government School Relationship; Industrial Training; Information Dissemination; *Institutes (Training Programs); *Job Training; *Labor Force Development; Labor Needs; *Partnerships in Education; School Business Relationship; Social Networks; Two Year Colleges; Vocational Education
IDENTIFIERS- American Association of Community Colleges; *Contract Training

In April 1994, the American Association of Community Colleges (AACC) was awarded a $600,000 grant from the Department of Labor for a project to enhance community colleges' capacity to meet national workforce training needs. The project featured three components: (1) the development of a national network of state representatives of community college business and industry liaisons; (2) the establishment of a national employment, training, and literacy database of community college programs; and (3) sponsorship of the Workforce Development Institute (WDI). A total of 64 community college professionals, out of 161 applicants, were selected to become AACC workforce development contacts in 49 states and Puerto Rico. Contacts helped reach key community college personnel in each state and alerted AACC to the special needs of small and medium-sized businesses. The database developed by the project contains information on contract training programs in the areas of adult education, employment, training, and literacy program.s. By July 1995, the database contained information on 2,310 programs and services from 430 colleges. The WDI was a 3-day national training conference which took place January 18 through 21, 1995, attracting 135 participants in the fields of contract training, school-to-work or tech prep, displaced workers, and other (including business). Appendixes include a project statement of work; articles from AACC publications describing the project; the Liaison Network call for applications and final roster; and a National Community College Workforce Development Database Institutional Survey, with sample database screens. (TGI)

ED 392 495 JC 960 159

Jones, Ansleigh, Ed.
Workforce Development Institute: 1995 Summary Report.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 95
NOTE- 93p.; For a related report on the American Association of Community Colleges' workforce development project, see JC 960 158.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Databases; *Education Work Relationship; Government School Relationship; *Institutes (Training Programs); Job Skills; *Job Training; *Labor Force Development; Manufacturing; Marketing; Participant

The Child Care and Development Block Grant and Training and Career Development: A Report on the 50 States and the District of Columbia.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; Ford Foundation, New York, N.Y.; Harris Family Foundation, Inc., Huntsville, AL.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jan 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Block Grants; *Career Development; Career Planning; Certification; Child Development; *Child Rearing; Data Collection; Early Childhood Education; Educational Finance; *Financial Support; Information Services; Planning; Professional Training; Referral; Research; *Staff Development; State Programs
IDENTIFIERS- *Child Care and Development Block Grants

In 1990, the federal government passed the Child Care and Development Block Grant (CCDBG), setting aside a percentage for "quality" expenses, including licensing, compensation, resource and referral, training, and career development planning. This report illustrates states' uses of the CCDBG for training and career development. An overview of training and career development projects funded by CCDBG is given, including an explanation of state career development collaborations. The following topics are covered: (1) data collection and research to support training; (2) mechanisms for disbursing funds for training; (3) ways in which states are building training infrastructures; (4) compensation linked to training; (5) states in which CCDBG has furthered career development and training policy; and (6) recommendations to the federal government and states, including encouraging career development planning linking to real outcomes, requiring funds for training to be linked to a comprehensive training plan; increasing CCDBG's visibility; and encouraging collaboration in funding and matched grants. (BGC)

ED 392 512 PS 023 400

Child Care under the Family Support Act: Early Lessons from the States.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; EXXON Corp., New York, N.Y.; Foundation for Child Development, New York, N.Y.; Levi Strauss Foundation, Inc., San Francisco, Calif.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Apr 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Rearing; *Day Care; Early Childhood Education; Family Day Care; Government Role; Low Income; National Surveys; *Parents; State Aid; *State Programs; Young Children
IDENTIFIERS- Aid to Families with Dependent Children; Childrens Defense Fund; Family Support Act 1988; *Transitional Child Care

A Children's Defense Fund (CDF) survey indicates that many AFDC families are being forced to place their children in low-quality and potentially dangerous child care. Family Support Act (FSA) childcare typically lacks basic health and safety and precautions, fails to provide sufficient assistance to support discusses planning sessions for reasonable rules, incentives, types of punishment, and alternatives to punishment. Part 4, "Listening, Coaching, and Teaching," focuses on careful listening and communication to encourage good social habits and school skills. Part 5, "Bringing Principles and Parents Together," synthesizes the strategies presented in the book and suggests the usefulness of parent support groups. (TM)

ED 392 530 PS 023 947

Kahn, David, Ed.
What Is Montessori Preschool?
SPONS. AGENCY- Cleveland Foundation, Ohio.; Hershey Foundation, PA.
PUB DATE- 95
NOTE- 25p.; For a related document, see PS 023 948.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Classroom Environment; Discovery Learning; Early Childhood Education; Educational Philosophy; Individualized Instruction; Manipulative Materials; *Montessori Method; Parent Participation; Preschool Children; Preschool Curriculum; *Preschool Education; Sensory Experience; *Student Centered Curriculum; Teaching Methods
IDENTIFIERS- Montessori (Maria); *Montessori Preschools; *North American Montessori Teachers Association

This short booklet describes Montessori preschool methods, materials, and environments. The booklet provides background on Maria Montessori and highlights her commitment to facilitating the self-creating process of the child. Preschool years are described as being critical in that they are the peak of children's ability to absorb all that is going on around them. Montessori preschool classrooms are discussed as child-centered communities, with well-prepared learning environments, developmentally appropriate materials, and an emphasis on life skills. Montessori Sensorial and Mathematics materials are also discussed. The home and the outdoors are considered as extensions of the classroom. Ending sections discuss how to decide if Montessori is right for your child. (JW)

ED 392 531 PS 023 948

Kahn, David, Ed.
What Is Montessori Elementary?
SPONS. AGENCY- Cleveland Foundation, Ohio.; Hershey Foundation, PA.
PUB DATE- 95
NOTE- 19p.; For a related document, see PS 023 947.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Classroom Environment; Discovery Learning; Early Childhood Education; Educational Philosophy; *Elementary Education; Elementary School Curriculum; Individualized Instruction; Manipulative Materials; Mixed Age Grouping;

lists and describes the large and small motor skills children need to succeed in kindergarten, while chapter 4 describes the social and emotional skills that will make kindergarten easy for children. Chapter 5 describes early learning activities and chapter 6 suggests self-help skills that make kindergarten enjoyable for children. The last chapter deals with making decisions about kindergarten entrance age and preparing the child for the separation on the first day of school. A parent information form, a checklist of children's behaviors and habits, and a list of fun books to read with children conclude the volume. (DR)

ED 392 548 PS 024 053

Erwin, Debbie; And Others
Improving School Climate and Strengthening Relationships among the School Community.
PUB DATE- Aug 95
NOTE- 88p.; Master's Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Behavior Problems; Conflict Resolution; Discipline; *Educational Environment; Elementary Education; Interpersonal Competence; Low Income; Observation; Parent Teacher Cooperation; Problem Solving; Social Behavior; Statistical Surveys; Student Attitudes; *Student Behavior
IDENTIFIERS- *Illinois (Rockford)

This report describes a program to establish a positive school climate. The targeted population consisted of elementary students in a low socioeconomic area. The problems of poor interpersonal skills and inappropriate social behaviors were documented through structured observations, surveys, and school records. Analysis of probable cause data indicated that students lacked positive interpersonal relationships and used inappropriate social behavior. Faculty reported student inabilities in conflict resolution. Reviews of discipline referrals, student records, and climate surveys completed by teachers, students, and parents revealed a negative affect of school climate. A review of solution strategies combined with an analysis of the problem setting resulted in the selection of two major categories of intervention: (1) establishment of a conflict management program and (2) implementation of a social skill curriculum to increase interpersonal problem-solving skills and decrease discipline incidents. Post intervention data indicated a positive increase in interpersonal skills and appropriate social behaviors and a decrease in behavior problems. (Contains 34 references.) (Author)

ED 392 549 PS 024 054

Bartscher, Kathy; And Others
Increasing Student Motivation through Project-Based Learning.
PUB DATE- 20 Dec 95
NOTE- 57p.; Master's Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Assignments; *Class Activities; Cooperative Learning; Curriculum; Data Collection; Elementary Secondary Education; Family Characteristics; Family Environment; Intervention; Parent Role; Parents; School Community

introduction to problems associated with rural schooling, the decline of the rural population, changes in industrial life affecting rural areas, a description of the ideal 20th-century school, and what action should be taken to improve rural schools. The remaining chapters cover the following topics: (1) organization and administration of rural schools; (2) rural school maintenance; (3) rural school supervision; (4) an overview of the rural school teachers' training; (5) salaries and tenure of rural teachers; (6) rural school buildings, their architecture and sanitation; (7) indoor furnishings and art; (8) nature study and school grounds; (9) school gardens; (10) elementary agriculture and industrial clubs; (11) manual training in one-room schools; (12) the library and rural communities; (13) hygiene and physical education; and (14) consolidation of schools. Contains an index, additional readings in each chapter, photographs, data tables, figures, and a list of additional resources for rural school teachers. (LP)

ED 392 567 RC 020 448

McLaughlin, Daniel, Ed.; Tierney, William G., Ed.
Naming Silenced Lives: Personal Narratives and Processes of Educational Change.
PUB DATE- 93
NOTE- 232p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Activism; Autobiographies; *Change Strategies; Critical Theory; Educational Change; *Educational Discrimination; *Educational Experience; Elementary Secondary Education; Higher Education; *Minority Groups; Minority Group Teachers; Oral History; *Personal Narratives; Politics of Education; Social Change; *Teaching Experience
IDENTIFIERS- Empowerment; Identity Formation; *Marginality; Postmodernism

This book presents a series of autobiographical profiles that demonstrate how educational organizations often marginalize and silence different groups. The book suggests that the development and critical analysis of personal histories of those who have been silenced and denied access in schools and in society represent ways of attaching meaning, contesting inequities, and propounding change. The autobiographies profile various marginalized groups such as inner city youths, Athapaskan elders, Afro-American teachers, Navajo teachers, disabled persons, and gay and lesbian faculty. Following an introduction "Developing Archives of Resistance: Speak, Memory" (William G. Tierney), chapters include: (1) "A Framework for Hearing Silence: What Does Telling Stories Mean When We Are Supposed To Be Doing Science?" (Margaret D. LeCompte); (2) "I and Thou: Method, Voice, and Roles in Research with the Silenced" (Yvonna S. Lincoln); (3) "Beth's Story: The Search for the Mother/Teacher" (Andrew Gitlin, Beth Myers); (4) "Exploring the Teacher's Professional Knowledge" (Ivor Goodson, Ardra Cole); (5) "Personal Narratives for School Change in Navajo Settings" (Daniel McLaughlin): (6) "Self and Identity in a Postmodern World: A Life Story" (William G. Tierney); (7) "Fired Faculty: Reflections on Marginalization and Academic Identity" (Patricia J. Gumport); (8) "Self-Portraits of Black Teachers: Narratives of Individual and Collective Struggle against Racism" (Michele Foster): (9) "I'm Me Own Boss!" (Grace Mest Szepkouski); (10) "Border Disputes: Multicultural Narrative, Identity Formation, and Critical Pedagogy in vignettes and personal narratives about teaching experiences. Contains references in most chapters. (SV)

ED 392 583 RC 020 471

Howley, Craig
Briefs for English-Speaking Parents, 1996.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescent Development; Child Development; *Child Welfare; Creative Thinking; Critical Thinking; Elementary Secondary Education; Imagination; Moral Development; *Moral Values; Parent Materials; Parent Role; *Play; Safety; Sexuality; *Teacher Expectations of Students; *Thinking Skills
IDENTIFIERS- Risk Taking

In plain language, these six ready-to-copy briefs state what researchers and practitioners have learned about various ways parents can help their children do well in school. "Calculating the Risks: When Should Parents Add or Subtract?" discusses the normal risks of life, the intensification of risk by poverty, and how parents can keep children safe and help them to exercise good judgment. "The Hoopla about Thinking and Creativity" defines creative and critical thinking and discusses ways that parents can encourage both. "The Courage Required of Adolescents" examines the main tasks of adolescent development. "Practical Morals for Parents and Teens in the Age of AIDS" discusses responsible sexual behavior and moral values. "Playing for Keeps: Imagination and Young Children" explains the importance of play both for child development and for learning to use the power of imagination into adulthood. "What Did You Expect?" examines potential positive and negative outcomes of teacher expectations of students. (SV)

ED 392 584 RC 020 472

Gillespie, Bonnie V.
School/College Collaboration in Appalachian College Association Institutions. Conference Report (Charleston, West Virginia, April 24, 1995, and Maryville, Tennessee, May 22, 1995).
SPONS. AGENCY- Appalachian Regional Commission, Washington, D.C.
PUB DATE- Jul 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; Educational Cooperation; Elementary Secondary Education; Higher Education; *Intercollegiate Cooperation; Partnerships in Education; *Rural Education; Shared Resources and Services; *Teacher Education
IDENTIFIERS- *Appalachia; Appalachian College Association; *Coalitions

The Appalachian College Association (ACA) is an organization of 33 independent four- and two-year colleges in the Appalachian region. In the spring of 1995, ACA held two regional meetings to gather information on school-college collaborations in Appalachia and to discuss the state of teacher education at negative emotional experiences during problem solving. Mandler's model of emotion, which forms the foundation of the methodology, is discussed in terms of emotion dynamics during problem solving. Contains 26 references. (Author)

ED 392 607 SE 057 732

Moses, Shirley
Changing Waste in Changing Times: Solid Waste and Natural Resource Issues in Rural Alaska--A Teacher's Guide.
SPONS. AGENCY- Environmental Protection Agency, Seattle, Wash.
PUB DATE- 94
NOTE- 119p.; Color pictures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Elementary Secondary Education; *Environmental Education; Natural Resources; Recycling; Science Activities; *Solid Wastes; *Waste Disposal; Wastes
IDENTIFIERS- *Alaska

This guide was developed to present activities which inform the teacher and students of solid waste management problems that are becoming commonplace in villages. The lessons included present alternatives for taking care of the environment and contains methods to make not only school children more sensitive to environmental problems, but hopefully to inspire a grassroots program that will address local concerns. The first chapter incorporates and discusses the values and other aspects of the curriculum. The content areas presented can easily be integrated into many other areas of study including science, social studies, math, art and writing. Units presented include: Our Places and Traditions, Our Ecosystem--Earth, Waste, Reduce, Reuse, Recycle, Disposal, and Back to the Future. Contains a glossary and a list of 22 resources in Alaska and 12 references outside Alaska. (JRH)

ED 392 608 SE 057 768

Improving Mathematics Achievement for All California Students: The Report of the California Mathematics Task Force.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Instruction; Parent Role; State Standards; Student Evaluation
IDENTIFIERS- *California; *Reform Efforts

This document is the result of the California Mathematics Task Force assigned to address the need to improve the mathematics achievement of California's students. Five recommendations are made and discussed: (1) The State Superintendent of Public Instruction (SSPI) must establish clear and specific content and performance standards for mathematics and work with districts and schools to make these standards achievable by all students; (2) SSPI, the California Legislature, and the Governor must move quickly to establish a stable, coherent, and informative system of assessment for all California students; (3) SSPI must take immediate steps to guarantee high-quality classroom mathematics instruction for all students by providing and classroom learning in the area of Earth system science. This publication includes a teacher's guide that replicates material taught during a graduate-level course of the project and activities developed by the teachers. The publication was developed to provide teachers with a comprehensive approach to using satellite imagery to enhance science education. The teacher's guide is divided into topical chapters and enables teachers to expand their knowledge of the atmosphere, common weather patterns, and remote sensing. Topics include: weather systems and satellite imagery including mid-latitude weather systems; wave motion and the general circulation; cyclonic disturbances and baroclinic instability; clouds; additional common weather patterns; satellite images and the internet; environmental satellites; orbits; and ground station set-up. Activities are listed by suggested grade level and include the following topics: using weather symbols; forecasting the weather; cloud families and identification; classification of cloud types through infrared Automatic Picture Transmission, (APT) imagery; comparison of visible and infrared imagery; cold fronts; to ski or not to ski (imagery as a decision making tool), infrared and visible satellite images; thunderstorms; looping satellite images; hurricanes; intertropical convergence zone; and using weather satellite images to enhance a study of the Chesapeake Bay. A list of resources is also included. (JRH)

ED 392 631 SE 057 863

Crow, Linda W.; Aldridge, Bill G.
Middle Level SS&C Energy Series.
SPONS. AGENCY- American Petroleum Inst., Washington, D.C.
PUB DATE- 95
NOTE- 205p.; A project on Scope, Sequence, and Coordination of Secondary School Science.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Energy Education; Environmental Education; *Fossil Fuels; *Oil; Science Activities; Science and Society; Science Curriculum
IDENTIFIERS- Reform Efforts; *Scope Sequence and Coordination

The project on Scope Sequence and Coordination of Secondary School Science (SS&C) was initiated by the National Science Teachers Association (NSTA) and recommends that all students study science every year and advocates carefully sequenced, well-coordinated instruction in biology, chemistry, earth/space science, and physics. This document represents a collaborative effort between the NSTA, the American Petroleum Institute (API), the California SS&C Project, and the Texas SS&C Project. These materials were developed through a brainstorming process that included industrial scientists, science teachers from different SS&C sites, and science educators. This book is divided into 3 sections. Section I, SS&C Overview, includes a description of the projects and a K-12 sequence of SS&C science. Section II, Texas SS&C Materials, includes the following: overview, environment, fueling around, and a materials list. Section III, California SS&C Materials, includes: overview, offshore oil drilling, petroleum in our daily lives, oil exploration, oil extraction, and environment, and an appendix. (JRH)

ED 392 632 SE 057 924

O'Hanlon, Nancy

guide is the importance of habitat to the survival of elk. The activities included are designed to educate students about elk and their habitat. Contains a glossary and a list of resources for more information. (JRH)

ED 392 653 SO 025 168

Parker, Franklin; Parker, Betty J.
Educational Philanthropist George Peabody (1795-1869) & Peabody College of Vanderbilt University: Dialogue with Bibliography.
PUB DATE- Oct 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; *Biographical Inventories; Biographies; *Civil War (United States); Donors; Endowment Funds; Indexes; Library Funding; Literature Reviews; *Philanthropic Foundations; *Private Financial Support; *Reconstruction Era; *United States History
IDENTIFIERS- *Peabody (George); Vanderbilt University TN

This dialogue and bibliography describe the contributions of George Peabody to rebuilding the devastated educational systems in the former Confederate states after the Civil War. At great personal expense, Peabody established the Peabody Education Fund as the first multi-million dollar foundation with the expressed purpose of providing funds to revive public education and teacher education in the South. Peabody was the founder of educational philanthropy in the United States, at a time before tax laws favored charitable giving. The extensive bibliography contains sections dealing with George Peabody: (1) manuscripts, dissertations, and theses; and (2) books, pamphlets, government documents and serials. (EH)

ED 392 654 SO 025 204

Greenfield, Patricia M.
Cultural Tools and Learning Processes in a Changing World. Final Report to the Spencer Foundation.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Community Change; Cross Cultural Studies; *Cultural Differences; *Cultural Education; *Culture; Ethnic Studies; Foreign Countries; *Global Education; Multicultural Education; *Social Change
IDENTIFIERS- Mexico

This research study centers on the interrelations among culture, social change, informal education, and cognitive development. The study explored how changing cultural and social conditions influence processes of informal education and their cognitive consequences. The overall goal was to examine the relationship between important cultural tools, techniques of informal education, cognitive processes, and the ecology of a changing world. Two sets of studies were done in two very different societies, one Zinacantan (an indigenous Maya community in Chiapas, Mexico) and the other the United States. The focus for each was on the nature of the learning processes and the cognitive consequences of mastering a major technology indigenous to that particular setting, weaving in Mexico and video games in the United States. Findings for each of the

Ryan, Concetta Doti
Learning through Literature: Cultures, Intermediate.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Childrens Literature; *Cultural Awareness; *Cultural Education; Culture; Elementary Education; Integrated Activities; Interdisciplinary Approach; Language Arts; *Multicultural Education; *Social Studies; *Whole Language Approach

This resource book provides specific strategies and activities for integrating middle grade elementary multicultural studies with 34 related children's literature selections. This book addresses current trends in education: multicultural studies and understanding, the whole language movement, and the emphasis on integrating curriculum areas. This book includes literature selections from the following areas of the world: Africa; Asia; Caribbean; Central America; Europe; Middle East; North America; South America; and South Pacific. Each selection contains descriptions of picture books and novels, along with a variety of follow-up activities with supporting projects and pattern pages. An extensive bibliography and map of the area also are provided for each section. Follow-up activities extend and reinforce both the literature and the cultural concepts by using various forms of expressions. The goal of this book is to improve instruction in the middle grade classrooms by blending multicultural studies and literature, providing hands-on activities that can easily be implemented, and sparking children's interest in other cultures. (EH)

ED 392 676   SO 025 682

Jasmine, Grace; Nader, Lillian
Cooperative Learning Activities for Social Studies (Challenging).
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Active Learning; Activity Units; *Cognitive Processes; Cooperation; *Cooperative Learning; Creative Thinking; Elementary Education; *Global Education; *Group Activities; *Social Studies; Teamwork; Thinking Skills

This resource book presents cooperative learning activities which relate to our world and the social studies. The book is divided into three sections: (1) "Preparation," to help make cooperative learning part of the curriculum today; (2) "Activity Units," focusing on world culture, natural history, governments and leaders, and contemporary cultures; and (3) "Assessment," to help teachers set up an assessment program for the work in this book. (EH)

ED 392 677   SO 025 687

Shepherd, Mike
Hispanic American Heritage, Intermediate.
PUB DATE- 95
NOTE- 94p.
LANGUAGE- English

critics reflected fundamental philosophical differences about U.S. history and world history. The media neglected the questions of whether or not the United States needed standards or if the writing of history is indeed revision. The history standards controversy probably will have an impact on other projects in other fields designing standards, as well as influence the acceptance of other social studies standards. Contains 36 references. (EH)

ED 392 699 SO 025 868

Brown, Cynthia Stokes
Connecting with the Past: History Workshop in Middle and High Schools.
PUB DATE- 94
NOTE- 124p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; *Content Area Writing; Global Education; History; *History Instruction; Humanities Instruction; Interdisciplinary Approach; Intermediate Grades; *Journal Writing; Oral History; Primary Sources; Research Tools; Resource Materials; Secondary Education

This book advocates that teachers of history create for their students a workshop environment where they actually can practice being historians. Adolescents, rather than thinking analytically, prefer to identify strongly with heroes and heroines and to explore their own lives and identity, character and convictions, through heroic stories. This book explores the process of creating the history workshop in an active learning environment for students. The elements of the workshop include: (1) "Conception of History"; (2) "Primary Sources"; (3) "Multiple Perspectives"; (4) "Journal Writing"; (5) "History Talk Groups"; (6) "Lectures and Class Discussions"; and (7) "Process Writing Assignment." (EH)

ED 392 700 SO 025 870

Walsh, Edwina
Schoolmarms: Women in America's Schools.
PUB DATE- 95
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational History; Elementary Secondary Education; Females; *Sex Discrimination; *Social Attitudes; Social Discrimination; Teachers; *Teaching Conditions; *Women Faculty; *Womens Studies

Nearly three-fourths of public school teachers are women, yet the majority of the 132 people who sat on the 6 major school reform panels of the 80s were non-teachers and men. Women in education are, as President Bush would have said, "out of the loop," because positions of power belong to men. This book examines the status of K-12 teaching in the United States from the practitioner's point-of-view. The book's purpose is: (1) to demonstrate that reform in education is futile without the redefinition of teachers grades 1-12; (2) to show how the present status of teachers not only cripples their work but

(10) "Solidarity with the Poor"; and (11) "Reconciliation with the Earth." Seven appendices conclude the document. (EH)

ED 392 724 SO 026 052

Merryfield, Merry M.
From Teacher Education to the Classroom: Reflections of Teachers upon Their Teacher Education Experiences in Global Education.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Global Education; Higher Education; Preservice Teacher Education; Social Studies; *Teacher Attitudes; *Teacher Education; *Teacher Education Programs; Teacher Educator Education; Teacher Workshops; Teaching Experience

This study describes global education as one of the current trends in teacher education in the United States. In this study, preservice and inservice teachers who attended six outstanding teacher education programs in global education were asked to reflect upon: (1) what they valued in their program's content and experiences; (2) their processes of applying what they had learned to their own classroom instruction; and (3) the constraints that hindered their abilities to use what they had gained in the teacher education program. Overall, the teachers valued content related to the topics of culture, global interconnections, and the environment. They found working with new instructional materials and interacting with other teachers, teams, and people from other cultures as the most useful experiences. The teachers applied what they had learned by extending or revising what they already were teaching, adding a comparative dimension or multiple perspectives, or initiating interdisciplinary approaches to mandated topics. Major constraints on the teachers' abilities to apply their new knowledge in their own classroom instruction included their students' abilities (such as reading level or developmental age), the conservatism of the community, and their own personal experiences. (EH)

ED 392 725 SO 026 053

Travers, Carolyn Freeman, Ed.
The Thanksgiving Primer: A Complete Guide to Re-creating the First Harvest Festival for Your Family, Friends or Church. Revised and Enlarged.
PUB DATE- 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Colonial History (United States); Culture; Elementary Secondary Education; Exhibits; Museums; Reference Materials; *Religion Studies; Resource Centers; Social Studies; *United States History
IDENTIFIERS- Massachusetts (Plymouth); *Pilgrims; Recipes (Food); *Thanksgiving

This booklet contains a collection of answers to the most frequently-asked questions on subjects related to the first development workshops, teacher preparation courses, and seminars. (ND)

ED 392 746 SP 036 480

Schmitz, Stephen
Blue Lagoons, White Sands, and Red Tape: Imported Teachers' Perceptions of Guam's Department of Education.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Administration; Educational Environment; Elementary School Teachers; Elementary Secondary Education; *Employer Employee Relationship; Questionnaires; Secondary School Teachers; *State Departments of Education; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Morale; *Teaching Conditions
IDENTIFIERS- *Guam

This study focuses on the perceptions of Guam's mainland-imported faculty about the island and its schools. Survey data were collected from 51 "imported" teachers who represented all areas of the United States; ethnographic interviews were conducted with an additional 15 import faculty from the Guam Department of Education (DOE). Positive perceptions of Guam focused on island characteristics and on the children. Negative perceptions centered around the high cost of living, the Department of Education's cumbersome bureaucracy, and the inadequacies of school resources. Specifically, new teachers reacted negatively to inadequate DOE pay and high prices, lack of resources, DOE hiring deceptions, lack of professional respect, and perceived administrative incompetence. These accounts may not reflect DOE actualities; they do suggest that DOE practices need to be reviewed to enhance the professional experiences of off-island faculty. A copy of the questionnaire with results is attached. (Author/ND)

ED 392 747 SP 036 481

Clemens, Robert
Teacher Supply and Demand in Montana.
SPONS. AGENCY- Montana State Dept. of Public Instruction, Helena.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Labor Market; *School Districts; State Surveys; *Teacher Employment; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Montana; Teacher Surplus

The purpose of this study was to examine data and information related to teacher supply and demand in the State of Montana. To gather current data, a questionnaire was sent to all school and county superintendents. A total of 248 questionnaires were distributed; 169 were returned. The main part of the questionnaire was patterned after an annual report on the supply and demand for new teachers conducted by the Association for School, College, and University Staffing (ASCUS). Respondents were asked first to indicate those teaching areas in which people were hired for the 1994-95 school year, then to indicate whether there was a shortage or a surplus of qualified applicants. The results are presented in the form of graphs for

Elementary School, Pensacola, Florida); and (5) "Constructing Multicultural Understanding" (Nana Hill, Academic Competitiveness through Technology Academy, McKinney, Texas). The report includes suggestions as to what teachers need to know and do to serve the diverse population of students in classrooms today. Suggestions include: developing a broad view of multicultural education; exploring a wide array of technology and its applications to multicultural education; and adapting teaching methods to the different ways students learn. The report also suggests the kind of professional development useful for helping teachers meet these needs, including making multicultural education a school and district priority; providing equal access to technology across the lines of culture, gender, socioeconomic level, and academic ability; encouraging and supporting collaboration; focusing professional development on curriculum integration; and increasing local access to knowledge and expertise through technology networks. (ND)

ED 392 765 SP 036 511

Organization for Cooperation in Overseas Development Teacher Education Summer Workshop Programme: Tutor's Manual.
PUB DATE- 92
NOTE- 23p.; For related documents, see SP 036 512-517.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *Instructional Improvement; International Cooperation; *International Programs; Partnerships in Education; *Professional Continuing Education; Program Descriptions; Teacher Improvement; Teacher Responsibility; Teacher Workshops; *Technical Assistance; Travel; Voluntary Agencies; Volunteers
IDENTIFIERS- *Canada; *West Indies

This manual for volunteer teachers from Canada traveling to the West Indies to assist host governments with improving their teachers' skills describes the organization sponsoring the teachers, the nature of the volunteers' duties, and practical aspects of the stay abroad. Two opening sections describe the Organization for Cooperation in Overseas Development (OCOD) and its history, its overall structure, funding sources, and program objectives. A section details the application and selection process for teachers, called tutors in the program, who wish to serve. A job description indicates: tutors must attend orientation and planning sessions; tutors must develop, with host country tutors, detailed lesson plans for workshops, and team-teach these workshops with their West Indian counterparts; tutors must keep a log of daily activities, aid in planning a 2-3 year program, turn in various forms after the workshop ends, and attend a debriefing session. There are also sections on teacher contracts, arrangements for dependents, procedures for expressing concerns, orientation activities, the authority of the team leaders, expenses, accommodations, travel arrangements, suggestions for what to bring, and warnings about illegal drugs, the "Black Market," and advice on entry through customs. Appended are a map of locations in the West Indies that the program serves, a chart of 1992 workshops conducted, a list of team leaders with telephone numbers, and additional information on OCOD personnel and offices. (JB)

This book is the report of the Family Ties Commission, which was established by the Association of Teacher Educators to study the relationship between home and school. Following the preface and two introductory essays, "Education and My Family" (K.B. O'Rourke as told to E. Johnson) and "Preparing for Successful Children" (B. Clawson), the book is in four sections. Section 1, "View of Contemporary Society," includes: (1) "The American Family" (A. R. McCarthy); (2) "Creating Community Contexts That Educate: An Agenda for Improving Education in Inner Cities" (M. Haberman); (3) "Helping Families with Developmentally Delayed Children" (M. Garber); (4) "The School-Family Link: A Key to Dropout Prevention" (J. V. Hamby); (5) "Families, Schools, Literacy, and Diversity" (T. Wiley and J. Sikula); (6) "Schools as Socializing Agents in Children's Lives" (I. B. Ecksel); and (7) "Parents, Power, and the Public Schools" (W. Perry and M. D. Tannenbaum). Section 2, "Education, the Schools, and the Family," includes: (8) "Hierarchy of Parental Involvement in Schools" (D. Wissbrun and J. A. Eckart); (9) "Parent-School Interactions" (P. LeBlanc); (10) "Parent-Teacher Conferences and Teachable Moments" (D. E. Orlosky); (11) "Parent-Teacher Conferences: A Parent's Perspective" (I. Meers as told to S. Pettapiece); (12) "At-Risk Youngsters in Public Education" (A. J. Brown); (13) "The Education of New Parents" (B. Kypros); and (14) "Fostering Early Development" (F. Saltz). Section 3, "The University and Teacher Education," includes: (15) "The University as a Change Agent" (B. M. Caldwell and J. H. Young); (16) "The University and Its Family" (P. G. Elliott); (17) "The Curriculum of Aspiring Teachers: Not a Question of Either/Or" (D. Evans and D. Nelson); (18) "Parental Involvement Teacher Preparation: Challenges to Teacher Education" (D. L. Williams, Jr.); (19) "Needed: A New Knowledge Base in Teacher Education" (W. R. Houston and E. Houston); (20) "Teacher Education: Linking Universities, Schools, and Families for the Twenty-First Century" (F. Kochan and B. K. Mullins); and (21) "Parent Education in Home, School, and Society: A Course Description" (L. Kaplan). Part 4, "Response to the Prologue," includes: (22) "MegaSkills and New Partnerships for Student Achievement" (D. Rich in collaboration with J. Van Dien); (23) "Labor and the Schools: Forging a Working Relationship" (O. F. Bieber); (24) "The Importance of Parental Involvement" (A. Lynch); and (25) "Health, Education, Welfare: America's Families and America's Priorities" (K. Geiger). An extensive bibliography is included. (ND)

ED 392 783   SP 036 532

The American Teacher, 1984-1995, Metropolitan Life Survey. Old Problems, New Challenges.
SPONS. AGENCY- Metropolitan Life Insurance Co., New York, N.Y.
PUB DATE- 95
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Change; Educational Environment; Elementary Secondary Education; *Job Satisfaction; National Surveys; Public Education; *Public School Teachers; Rural Education; Rural Urban Differences; Suburban Schools; *Teacher Attitudes; Teacher Burnout; *Teacher Morale; Teacher Persistence; *Teaching (Occupation); *Teaching Conditions; Urban Teaching
IDENTIFIERS- *Teacher Satisfaction

ED 392 800 TM 024 143

Professional Staff by Assignment, Race/Ethnicity and Gender. Maryland Public Schools, October 1993.
PUB DATE- Oct 93
NOTE- 75p.; For the 1994 data, see TM 024 404.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Asian Americans; Blacks; Educational Administration; Elementary Secondary Education; Employment Patterns; *Ethnicity; Hispanic Americans; Minority Groups; *Professional Personnel; *Public Schools; *Racial Differences; School Districts; *School Personnel; *Sex Differences; Tables (Data); Whites
IDENTIFIERS- *Maryland

This series of tables presents the status of professional employees of Maryland public schools as of October 1993 by assignment, race and ethnicity, and gender. The tables show the head counts of males and females in the central offices and in elementary, secondary, and middle and combined schools. Professional staff are further classified according to race and ethnic categories designated by the Equal Employment Opportunity Commission. Work assignment codes are those used in state reporting guidelines. The grand total of professional personnel, 52,947, is divided among the state's 23 counties and Baltimore City. The majority are white (78.1%), and most are female (39,4 as opposed to 14,469 male employees). About 20% are African American, and only about 1.6% represent other ethnic groups, including Asian American, Hispanic American, and American Indian. Similar proportions of ethnic and racial groups are found among central office employees, but of the total of 2,025, 939 are male and 1,086 are female. When superintendents and deputy and assistant superintendents are considered, males outnumber females at 75 to 31. Of the state's 1,281 principals, about 72% are white, but more than half are female (649). (Contains 33 tables, grouped into 9 headings.) (SLD)

ED 392 801 TM 024 210

Steele, Sara M.; And Others
Getting Acquainted with U.S. Tenth Graders: Implications for Nonschool Programs.
SPONS. AGENCY- National 4-H Council, Chevy Chase, MD.
PUB DATE- Nov 94
NOTE- 334p.; Additional support provided by the Kellogg Foundation, the University of Wisconsin Cooperative Extension, and the University of Wisconsin-Madison College of Agriculture and Life Sciences.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Community Programs; Dropouts; Educational Attainment; *Employment Potential; Employment Qualifications; Ethnicity; Extracurricular Activities; Family Characteristics; *Grade 10; High Schools; *High School Students; Longitudinal Studies; National Surveys; Research Design; Sampling; Sex Differences; *Socioeconomic Status; Substance Abuse; Urban Youth; Youth Programs
IDENTIFIERS- *4 H Programs; *National Education Longitudinal Study 1988

This report is based on the second survey in the National Education Longitudinal Study of 1988 series (NELS:88). Data are

*Performance Based Assessment; Personnel Selection; Portfolios (Background Materials); *Principals; Reliability; *School Based Management; Testing Programs; Test Use; Validity

The current trend toward site-based management in education, with its accompanying shift toward decision making at the individual school level, means new responsibilities and roles for principals. Principals are now required to be intimately involved in budgeting, personnel recruitment and hiring, selection of curricula and textbooks, and many other tasks. To meet accountability requirements, principals must become competent in measurement and the design of practical evaluations. The competencies principals must demonstrate in assessment and accountability under site-based management can be divided into: (1) basic measurement concepts, such as reliability, validity, test types, and performance assessment, including portfolios; (2) knowledge about the use of test data to improve instruction, including student test-taking skills and the purposes of testing; (3) basic evaluation concepts; and (4) the characteristics of a good testing program and criteria for judging assessment quality. (Contains 13 references.) (SLD)

ED 392 821   TM 024 470

Lane, Suzanne; And Others
Gender-Related Differential Item Functioning on a Middle-School Mathematics Performance Assessment.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Apr 95
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Intermediate Grades; *Item Bias; Junior High Schools; *Mathematics Tests; Middle Schools; *Performance Based Assessment; Problem Solving; *Scoring; *Sex Differences; *Test Construction; Test Reliability; Thinking Skills
IDENTIFIERS- *Middle School Students; QUASAR Cognitive Assessment Instrument; QUASAR Project (Mathematics Education)

This study examined gender-related differential item functioning (DIF) using a mathematics performance assessment, the QUASAR Cognitive Assessment Instrument (QCAI), administered to middle school students. The QCAI was developed for the Quantitative Understanding: Amplifying Student Achievement and Reading (QUASAR) project, which focuses on reasoning, problem solving, and communication. By including two QCAI administration occasions, it was possible to examine the stability of gender-related DIF over time. On one occasion, 1,947 students took 4 forms of the QCAI, and on the other 1,999 students took the 4 forms. Student responses were rated by middle school mathematics teachers trained in the scoring procedure. Results indicated that 4 of the 36 tasks favored females and 2 favored males with respect to uniform DIF. The tasks that favored females were set in a real-world context, suggesting that some of the features that have been associated with gender-related DIF in the past may not hold true for performance assessments. For example, male students may have been disadvantaged in providing explanations for their answers in this performance assessment. (Contains 4 figures, 13 tables, and 43 references.) (SLD) continued growth of part-time student enrollment at Nebraska's Community Colleges; (3) Nebraska's minority enrollment was 5.6 percent in 1990, lower than the national norm of 20 percent; (4) for 1989-90 through 1993-94, the number of degrees granted by Nebraska's Public and Independent colleges and universities increased from 15,979 to 18,289; (5) state appropriations for public institutions increased from $283 million in 1989-90 to $348 million for 1993-94; and (6) for public and private colleges the number of full-time instructional faculty increased from 7,172 for Fall 1985 to 8,102 for Fall 1994, an increase of 13 percent in 10 years. Extensive appendixes contain additional tables on headcount enrollment, degrees awarded, institutional finance, faculty salaries, and private career schools. (JB)

ED 392 365 HE 028 965

Dixon, Terry P.
Use of the 1995 Clarkson College CIRP Summary To Determine the Presence of Institutional Outcomes Possessed by Entering Freshmen.
PUB DATE- 22 Feb 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; Competence; Critical Thinking; Cultural Pluralism; Educational Experience; Educational Objectives; Ethics; Higher Education; Independent Study; Institutional Mission; Mission Statements; National Surveys; *Outcomes of Education; Student Attitudes; *Student Characteristics; Student Educational Objectives; Student Experience
IDENTIFIERS- *Clarkson College NE; Compassion; *Cooperative Institutional Research Program; Diversity (Student)

An Institutional Assessment Committee at Clarkson College (Nebraska) used the 1995 Cooperative Institutional Research Program (CIRP) Freshman Survey data as an entry level baseline for assessing entering students' possession of desired outcomes or attributes of the school's graduates. This analysis studied the data by comparing the various attributes of the Clarkson College Mission and Goals Statements with the various categories of the CIRP profile. This process resulted in a selection of CIRP indicators matched to the following desired attributes: competence, thoughtfulness, ethical reasoning, compassion, service, cultural diversity, experiential diversity, life enrichment, critical thinking, self direction, scholarliness, and anticipation of change. For each attribute the study revealed the profile of Clarkson freshmen and offered recommendations. Among the findings were the following: (1) students were competent in academics and cooperativeness but weak in their ability to write, create, and communicate; (2) respondents were thoughtful concerning issues of importance to them; (3) respondents did not possess the level of citizenship expected on graduation; and (4) respondents did not possess the level of cultural diversity desired by the College, nor were they experientially diverse. Contains 30 tables displaying data and findings, the Clarkson Outcomes Assessment Plan, and a copy of the Clarkson mission statement. (JB)

ED 392 366 HE 028 966

Levine, Arlene
Status of Women in Provincially-Assisted Ontario Universities and

Education" (John D. W. Andrews); (9) "The Path of Passionate Inquiry: A Comment on Smith, Young, Weathersby, and Andrews" (Michael Piechowski); (10) "Undergraduate Reactions to Teaching Assistants" (Robert J. Menges and Jeremy Wilson); (11) "A Comprehensive Evaluation of a College Course" (Richard R. Sudweeks and Robert M. Diamond); (12) "Effect of a Teaching Consultation Process upon Personal Development in Faculty" (Mary Deane Sorcinelli); (13) "Knowing, Understanding, and Other Forms of Learning" (Bette LaSere Erickson and Glenn R. Erickson); (14) "The Design of Intellectual Experience" (Donald L. Finkel and G. Stephen Monk); (15) "The Dreaded Discussion--Ten Ways to Start" (Peter Fredrick); (16) "Teaching with Charisma" (James D. Milojkovic); (17) "The 'First Day' Workshop" (Peter Fredrick); (18) "A Second Look at Faculty Development and the Second Sex" (Michele Fisher and Winifred E. Anderson); (19) "Overview of Trigger Film Strategies" (Linc. Fisch); (20) "The Classroom Information Manual: A Guide to the Teaching Environment" (Marina Estabrook); and (21) "Instructional Improvement Through Individual Consultation" (Deborah E. Simpson et al.). Most papers contain references. (DB)

ED 392 383 HE 029 026

Zahorski, Kenneth J., Ed.; And Others
To Improve the Academy: Resources for Student, Faculty, & Institutional Development, 1991.
PUB DATE- 91
NOTE- 283p.; Published annually. Issues of this journal have been entered into ERIC out of normal sequence: see ED 325 062-063 (1989-1990), ED 344 537-540 (1985-1988), ED 366 279 (1992), HE 029 025-029 (1982, 1991, 1993-95). For this one year only, the subtitle added the word "Student" and changed "Organizational" to "Institutional."
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Students; Beginning Teachers; *College Faculty; Consultants; *Faculty Development; Foreign Students; *Higher Education; *Instructional Improvement; Master Teachers; Portfolios (Background Materials); Racial Differences; Sex Differences; Teacher Attitudes; Teacher Improvement; Teaching Assistants; Women Faculty
IDENTIFIERS- *Diversity (Faculty); *Professional Organizational Devel Net High Educ

This annual journal issue contains 22 papers on issues of faculty development, diversity, adult learners, and instructional improvement in higher education. Many of the papers were developed for the annual conference of the Professional and Organizational Development Network in Higher Education (POD). The papers are: (1) "What Theories Underlie the Practice of Faculty Development?" (Wilbert J. McKeachie); (2) "Faculty Vitality: 1990 and Beyond" (Joan North); (3) "Finding the Right Match: Staffing Faculty Development Centers" (G. Roger Sell and Nancy V. Chism); (4) "How Attitudes Change: A Primer for Faculty Developers" (Richard F. Lewis); (5) "University Faculty Attitudes Towards Teaching and Research" (Russell Lee and Michael Field); (6) "Selected Characteristics of New Faculty: Implications for Faculty Development" (Christine A. Stanley and Nancy V. Chism); (7) "Starting Out: Experiences of New Faculty at a Teaching University" (Virginia van der Bogert); (8) "Nine Keys to Enhancing Campus Wide Influence of Faculty Development

clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Corporate Support; Curriculum Development; Ethnic Groups; Grade 7; Grade 8; *Internet; Junior High Schools; Lesson Plans; *Magnet Schools; Nontraditional Education; *Partnerships in Education; School Business Relationship; Secondary Education; *Technological Advancement; Urban Schools; Voluntary Desegregation
IDENTIFIERS- *Connectivity; *Nebraska (Omaha); Technology Integration; World Wide Web

McMillan Magnet Center is located in urban Omaha, Nebraska, and specializes in math, computers, and communications. Once a junior high school, it was converted to a magnet center for seventh and eighth graders in the 1983-84 school year as part of Omaha's voluntary desegregation plan. Now the ethnic makeup of the student population is about 50% black and 50% white, with a few other minorities. This document seeks to archive McMillan's success in its mission to become a technology magnet school, including nationally recognized achievements in technology integration and Internet connectivity. McMillan's technological leadership came about thanks in large part to a financial partnership with US West (formerly Northwestern Bell) encouraged by U.S. Senator Bob Kerrey. McMillan has played an important role in the history of the Internet in Nebraska and continues to break new ground. Its current technology resources and curriculum, the location of its world wide web site, and details about its staff development practices are also discussed. Appendices provide: (1) schematics of the magnet center's local area network (LAN); (2) an outline for seventh grade orientation; (3) an outline used as an introduction to the Internet; (4) a copy of the student Internet agreement; (5) a letter to parents; (6) a sample computer lab activity form; (7) a sample Internet project lesson plan; and (8) several web page printouts. (BEW)

ED 392 399 IR 017 685

Technology Integration in Education Discussion Paper. Talking with Albertans.
PUB DATE- 12 Jul 95
NOTE- 32p.; Prepared by the MLA Implementation Team on Business Involvement and Technology Implementation in Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Corporate Support; Curriculum Development; *Educational Objectives; *Educational Technology; Foreign Countries; *Improvement Programs; Needs Assessment; *Partnerships in Education; Questionnaires; Student Improvement; Teacher Education
IDENTIFIERS- *Alberta; Canada; Educational Restructuring; *Technology Implementation; Technology Plans

In March 1994, the Alberta Education Minister, Halvar Johnson, established five implementation teams to assist in restructuring education in the province. One of those teams focused on business involvement and technology integration, with information collected by a Technology Integration Advisory Committee. This committee, whose members are listed, reviewed current literature, distributed questionnaires to educators and administrators, and heard presentations from education partners. This document synthesizes that research, which

This paper reports on a study involving the administration of two examinations that were designed to evaluate student knowledge in several areas of computing. The tests were given both to computer science majors and to those enrolled in computer science classes from other majors. They sought to discover whether computer science majors demonstrated greater knowledge than non-majors about traditional computer science concepts, persons and events in the history of computing, and general "literacy" with products on the commercial computing market. The tests were also developed to measure the degree to which the introductory computer science course provided high-level familiarity with the breadth of the discipline. Results indicated that computer science majors are substantially more familiar than non-majors with computing topics in general, even those topics not explicitly targeted by the curriculum. Testing also revealed that students just completing a "breadth-first" introductory computer science course did not necessarily exhibit knowledge spanning the entire breadth of computing. Seven sample test questions are provided, along with seven tables displaying test results in each section. The findings of the study may be used to develop a senior capstone course which addresses the areas of computing history, the commercial product market, and legal and ethical computing issues. (Author/BEW)

ED 392 418 IR 017 709

Schneiderman, Bette E.; Carriero, Corinne
Building a Learning Community: Telecommunications, Collaborations, and Sharing on Long Island.
PUB DATE- 95
NOTE- 7p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; Computer Networks; *Cooperative Programs; Educational Technology; Elementary Secondary Education; Higher Education; Information Sources; *Institutional Cooperation; *Shared Resources and Services; Teamwork; *Telecommunications
IDENTIFIERS- Connectivity; Historical Background; *Learning Communities; New York (Long Island)

The Long Island Team is a collaborative system of K-12 students and teachers, university students and faculty, and community members who have been linked by telecommunications and in-person sessions. Since 1993 the group has culminated their work together at an annual sharing event. This paper provides the history of the learning community, a list of past and present major contributors, details about several of the group's "live" face-to-face sessions, and some examples of presentations given at past sharing events. In a more general sense, the paper discusses the synergy and compatibility that are forged from 24-hour-a-day access and from working together on meaningful projects. (Author/BEW)

ED 392 419 IR 017 710

Mills, Kim; And Others
The Living Textbook: A Demonstration of Information on Demand Technologies in Education.
PUB DATE- 95

(AEF)

ED 392 438 IR 017 729

Gurwitz, Chaya
Using E-mail in a Math/Computer Core Course.
PUB DATE- 95
NOTE- 7p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; Computer Attitudes; *Computer Literacy; Computer Mediated Communication; Computer Science Education; Course Content; *Electronic Mail; Higher Education; Instructional Development; Internet; *Introductory Courses; Student Attitudes
IDENTIFIERS- *City University of New York Brooklyn College

This paper notes the advantages of using e-mail in computer literacy classes, and discusses the results of incorporating an e-mail assignment in the "Introduction to Mathematical Reasoning and Computer Programming" core course at Brooklyn College (New York). The assignment consisted of several steps. The students first read and responded to an e-mail message sent by the professor. They then sent an e-mail message to at least one other student. Each student was required to save an e-mail message that was received and to print out a hardcopy of the message. As a way of introducing students to the vast resources available through the Internet, students were asked to electronically transfer a list of files on various topics by sending an e-mail request to a specified address. Selected reading materials about e-mail and online information services were also distributed to the students. The final part of the assignment was for the students to submit a written response to questions on their impression of e-mail and electronic data retrieval. Results of a student survey reveal that 77% of the students found the e-mail component of the course interesting or useful and 60% wished to retain their e-mail accounts after the semester ended. Responses to the nine survey questions are included and an appendix provides the course description. (Contains 19 references.) (AEF)

ED 392 439 IR 017 730

Cho, Yonjoo
Learner Control, Cognitive Processes, and Hypertext Learning Environments.
PUB DATE- 95
NOTE- 7p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Computer Assisted Instruction; Educational Technology; Higher Education; *Hypermedia; *Learner Controlled Instruction; Learning Activities; Programmed Instruction; Qualitative Research; Student Interests; *Undergraduate Students
IDENTIFIERS- Computer Use; *HyperCard; *Learning Environments

This qualitative study investigates the nature of the cognitive processes learners use in HyperCard environments: whether preferred search algorithms. This report uses the Statistical Analysis System (SAS) to demonstrate the development of a higher-level language coding for these processes. Utilizing the power of this widely available statistical package should facilitate the application of this technique for similar analyses of sequence-based activities. The discussion includes identification of applications in information retrieval analysis and common problems in statistical and analytical technique. Includes relevant output in the form of three figures and four tables. An appendix gives instructions on how to program workable code for Markov string analysis using the SAS. (Contains 36 references.) (BEW)

ED 392 459 IR 055 845

Directory of Public Libraries in Maryland, 1995-96.
PUB DATE- 95
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Branch Libraries; County Libraries; Institutional Cooperation; *Library Services; *Public Libraries
IDENTIFIERS- Access to Facilities; *Maryland

This document is a directory of public libraries in the state of Maryland. Agencies which cooperate with public libraries, such as Cooperating Libraries of Central Maryland, State Library Resource Center, and Public Libraries and State Networking Branch, are also listed. The library entries are arranged alphabetically by county, beginning with Allegany County and ending with Worcester County. Each section of entries typically gives information about the county library or central library headquarters as well as branch libraries. Information ranges from the names of key personnel and trustees to library postal addresses, phone and fax numbers, hours of operation, e-mail addresses, and special services like bookmobile routes. Trustee board meeting times and telecommunication-device-for-the-deaf numbers are also frequently provided. (BEW)

ED 392 460 IR 055 846

Proceedings of the Trinational Library Forum=Memorias del Foro Trinacional de Bibliotecas (5th, Mexico City, Mexico, February 23-25, 1995).
PUB DATE- 95
NOTE- 162p.; Contains photographs which may not reproduce well.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Accreditation (Institutions); Certification; *Copyrights; Fair Use (Copyrights); Foreign Countries; *Information Science; *Institutional Cooperation; *International Organizations; Internet; Library Education; Shared Resources and Services
IDENTIFIERS- Canada; Connectivity; Mexico; North American Free Trade Agreement

At the fifth Trinational Library Forum in 1995, 165 librarians from the United States, Canada, and Mexico gathered to discuss topics of international librarianship and exchanges, copyright regulations, and professional accreditation in information science. Presentations, with the full text in both English and Spanish, include: (1) "International Library Exchanges; A Canadian Perspective=Bibliotecologia Internacional e cover letters should concentrate on what an applicant can do for the college by addressing particular job requirements for the position and demonstrating knowledge about the college. Applicants should also consider describing their experience with culturally and demographically diverse populations. Letters of reference can also be critical to the application process; these should be written on letterhead, addressed specifically for the position, and provide a way of contacting the author. Since community colleges are teaching institutions, applicants should submit their best student evaluation summary rather than articles or research reports. A call to the screening committee chair after submitting the material will sometimes highlight the applicant's name. Finally, if asked for an interview, the applicant should know the mission and characteristics of community colleges and prepare a teaching demonstration. (TGI)

ED 392 478 JC 960 138

Lopez, Viola M.
People, Programs, & Partnerships: ABCs of Advisory Committees Technical Programs in Community Colleges.
PUB DATE- Feb 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advisory Committees; *Community Colleges; *Educational Policy; Educational Quality; Participative Decision Making; *Partnerships in Education; Program Development; School Business Relationship; School Community Relationship; *Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Cuyahoga Community College OH

A project was undertaken at Cuyahoga Community College (CCC), in Ohio, to develop guidelines to maximize the utilization of advisory committees in technical programs. Surveys were distributed to 200 advisory committee members under the auspices of Business and Technology at CCC's Western Campus asking them to rate 26 essential characteristics of advisory committees and members presented in alphabetical order. Based on responses received from 94 members, the following 12 categories were identified as measurable guidelines for the role of advisory committee members: (1) active participation; (2) curriculum development; (3) donations; (4) employment opportunities; (5) field trips to businesses; (6) guest speakers; (7) internships and externships; (8) knowledge and expertise; (9) quality control and standards; (10) student recruitment; (11) building the part-time and substitute teaching pool; and (12) the promotion of programs. The 14 additional areas also received support from respondents and were related to the affective domain or personal traits and characteristics of members. These include communication skills, computational skills, and employability skills. Appendixes provide the cover letter and survey instrument; an advisory member profile grid, including member skills, knowledge, and expertise; a contacts, influence, and demographics grid; an advisory committee model developed from survey results; and the CCC Western Campus technical program model. (TGI)

ED 392 479 JC 960 139

Course Pass Rates in Fall 1995. Enrollment Analysis EA96-5.

Satisfaction; Partnerships in Education; *School Business Relationship; Staff Development; Two Year Colleges
IDENTIFIERS- American Association of Community Colleges; *Contract Training

This report provides a summary of the American Association of Community Colleges' (AACC's) second Workforce Development Institute (WDI), held January 18 to 21, 1995 to provide community college workforce service providers with resources and training. Introductory materials describe the WDI, its regional forums, the AACC's related National Community College Workforce Development Database, and WDI participants' response and evaluations to the Institute. The bulk of the report then provides summaries of the following selected WDI sessions: (1) service providers, focusing on diversity and change in the workplace, coalition building, the union perspective, and supplier and service training; (2) school-to-work, including the future of school-to-work initiatives, work-based and service learning, creating local initiatives, and advanced technological education; (3) workforce skills, highlighting skills assessment and standards, workplace competencies, and issues related to basic skills; (4) marketing, focusing on tips for effective presentations, business strategies, pricing, job analysis and assessment, and grant writing; (5) manufacturing, highlighting competition and cooperation in modern manufacturing, issues related to the manufacturing industry and assessment; and (6) additional sessions related to the role of local government and effective contract training systems. The WDI conference invitation and program, reports from regional forums, and the WDI evaluation form are appended. (TGI)

ED 392 496 JC 960 160

Project LEEWAY for Single Parents. PY95 Final Detailed Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 95
NOTE- 69p.; Project supported by funds from the Carl D. Perkins Vocational Education Act of 1990.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; Career Development; Career Guidance; Community Colleges; Females; Job Training; *Nontraditional Occupations; Participant Satisfaction; *Program Effectiveness; Program Implementation; School Holding Power; *Special Needs Students; Student Financial Aid; *Student Personnel Services; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Lee College TX

Project LEEWAY was implemented in July 1992 at Lee College, in Texas, to recruit low-income, academically disadvantaged single parents, displaced homemakers, and single pregnant women into nontraditional technical programs and provide necessary support services to ensure success. This report describes the implementation, components, and results of the project for the 1994-95 program year. Introductory materials describe requirements for participation and project goals and objectives, while the subsequent section reviews key personnel, the project's advisory committee, recruitment activities, and student support services. The next section describes Quickstart, a 5-week orientation program prior to technical program enrollment, highlighting assessment testing and basic skill enhancement related to study skills, career exploration, and survival skills. Activities undertaken for students enrolled in the first semester of the 1994-95 LEEWAY program quality childcare and preschool programs, and does not allow parents the choice of selecting among options. Some states have identified keys to making FSA childcare work better for AFDC families and children. Sections included are: (1) "Protecting Children's Health and Safety," including family day care and care by relatives; (2) "Providing Adequate Amounts of Child Care Assistance"; (3) "Giving Parents Genuine Child Care Choices"; (4) "Inadequate Help for Families Leaving AFDC," discussing low Transitional Child Care (TCC) utilization rates and high parental fees under TCC; and (5) "Recommendations," including federal regulatory and legislative changes and state policy changes. A list of state contacts for jobs-related and transitional child care is provided. (BGC)

ED 392 513 PS 023 527

Bryson, Eileen
Will a Project Approach to Learning Provide Children Opportunities To Do Purposeful Reading and Writing, as Well as Provide Opportunities for Authentic Learning in Other Curriculum Areas?
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Communication Skills; Comparative Analysis; Cooperation; *Curriculum Design; Dramatic Play; Early Childhood Education; Integrated Curriculum; Interpersonal Competence; Reading Ability; Reading Skills; *Student Projects; Teaching Methods; *Thematic Approach; Verbal Communication; Writing (Composition); Writing Skills; Young Children
IDENTIFIERS- Collaborative Learning; Katz (Lilian G); *Project Approach (Katz and Chard)

The project approach to learning includes a focus on in-depth study of a topic, along with teaching style, learning style, and theme. In contrast to a thematic approach, the project approach encourages children to be actively engaged in their own studies, with teachers acting as guides and facilitators. In the project approach, students use subject matter areas as tools in their chosen investigations. Katz and Chard's "Engaging Children's Minds: The Project Approach" is drawn upon as a starting point for this case study. First grade students were involved in two units: (1) a thematic unit involving dinosaurs; and (2) a project-based unit about frogs. Comparisons were made between the two experiences. Particular attention was given to children's enthusiasm for the work; the reading, writing, and learning in other curriculum areas; and analysis of differences in the two learning approaches. The results showed that children exhibited greater enthusiasm for the collaborative work in the project approach than in the thematic unit. Children were also more involved in reading and research in the frog project than the dinosaur unit, and made many more decisions about their own learning. Children who use these skills in meaningful, project-based situations maintain positive outlooks toward learning, effecting learning in later years. Contains 11 references. (BGC)

ED 392 514 PS 023 633

Brown, Janet, Comp.; And Others
Men and Their Families: Contributions of Caribbean Men to Family Life. A Discussion Guide for Use by Groups in Church, School,

*Montessori Method; Sensory Experience; Student Centered Curriculum; Teaching Methods
IDENTIFIERS- Montessori (Maria); *Montessori Schools; *North American Montessori Teachers Association

This short booklet describes Montessori elementary education methods, materials, and environments. The booklet discusses 6-year-olds as inquisitive individuals seeking to make sense of their existence and experiences. It also presents a cosmic educational perspective which emphasizes a global world view. Storytelling is discussed as a way to stimulate the imagination and provide holistic lessons. The environment of the Montessori classroom is explored, and its relationship to structuring child behavior and attitudes. Outdoor activities are also discussed, as are integrated art, music, and physical education. The booklet also provides information on multi-age grouping and the teacher's role as a classroom guide. A final section discusses the effects of Montessori elementary education on children's transition to more traditional school systems. (JW)

ED 392 532 PS 023 955

School-Based Health Services: Administrative Rules.
PUB DATE- 1 Dec 95
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Guides; Bookkeeping; *Disabilities; Elementary Secondary Education; Health Care Costs; Health Insurance; Recordkeeping; *School Accounting; *School Health Services; Special Education; State Programs
IDENTIFIERS- Individuals with Disabilities Education Act; International Classification of Diseases; Medicaid; Oregon Health Plan; *Reimbursement Programs; Rules and Regulations

This manual outlines the State of Oregon's program to reimburse medical providers furnishing health services to students with medical disabilities in special education settings. The program was established to comply with federal provisions of the Individuals with Disabilities Education Act of 1990. The guide will assist school personnel in preparing billings to the Office of Medical Assistance Programs (OMAP) for eligible Medical Assistance Clients participating in the Oregon Health Plan. The sections of the guide are: (1) Program Information, including definitions, provider requirements, enrollment provisions, and services not covered; (2) Billing and Payment, including electronic billing, completion of claim forms, and adjustment requests; (3) Procedure Codes; (4) Accounting, Recordkeeping, and Audits, including record confidentiality; (5) Addendum, including legal basis for Medicaid reimbursement, school-based mental health services, and ICD-9 (International Classification of Disease) code requirements; (6) Medicaid Questions and Answers, including history, screening, and examples of acceptable documentation; and (7) Forms. (RB)

ED 392 533 PS 023 957

Farish, Jane M.
When Disaster Strikes: Helping Young Children Cope.
PUB DATE- 95
NOTE- 11p.

Relationship; School Demography; Statistical Surveys; Student Attitudes; *Student Motivation; *Student Participation; Student Projects; Teaching Methods
IDENTIFIERS- Glasser (William); Multiple Intelligences; Rockford School District 205 IL

This report describes a program for increasing student motivation as demonstrated by a higher percentage of completed homework and maximum voluntary class participation. The targeted population consisted of third, sixth, and tenth grade students from low to middle income families located in northern Illinois. The problem of low motivation was documented by student surveys, teacher journal entries, and homework checklists. Possible causes may be the limited educational background of parents, differing cultural values, and lack of parental support and involvement. A literature review suggested that low motivation in the schools may be due to students' psychological needs not being met. Suggested solution strategies emphasized cooperative work involving personal choice as a motivational tool. Intervention methods included projects organized by cooperative groups based on students' various multiple intelligences. Speakers and field trips were used to relate curriculum to real-life situations. Student motivation increased as projected: overall homework completion increased and the majority of students responded favorably to project-based learning supplemented with speakers and field trips. Modifications in the tenth grade need to be considered since the results were not as effective in increasing motivation at this level. (Contains 30 references.) (Author/BGC)

ED 392 550 PS 024 055

Layng, Diana; And Others
Improving Behavior through Multiple Intelligences.
PUB DATE- Dec 95
NOTE- 61p.; Master's Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Assignments; Behavior Problems; Cooperative Learning; Elementary Education; Intermediate Grades; Interpersonal Competence; Intervention; Learning Activities; Low Income; Parenting Skills; Parent Role; Parents; Poverty; Statistical Analysis; Statistical Surveys; *Student Attitudes; *Student Behavior; Student Motivation
IDENTIFIERS- Glasser (William); Goodlad (John I); Illinois; *Multiple Intelligences

This report describes a program to improve inappropriate behavior of targeted fifth and sixth grade classes in an elementary school in northern Illinois. Seventeen percent of the school population is identified as low-income, although the community is experiencing a rapid increase in residential and commercial growth. Time-off task, incomplete assignments, and disruptive behavior were documented. Analysis of probable cause data reveals that students lack initiative, social skills, and commitment, and that students view school as irrelevant. Parental values and economic conditions may be contributing factors. In analyzing instructional strategies and curriculum, failure to engage students in their own learning may also be problematic. After reviewing professional literature and evaluating the classroom setting, a decision was made to select two interventions: (1) design a series of learning activities addressing multiple intelligence theory; and (2) incorporate those activities utilizing cooperative learning. Two out of the

Postmodern America" (Peter McLaren); and (11) "Coda: Toward the Pathway of a True Human Being" (Daniel McLaughlin). Contains references in each chapter, an index, and profiles of contributors. (LP)

ED 392 568 RC 020 450

Trute, Barry; And Others
Coordinating Child Sexual Abuse Services in Rural Communities.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario). National Welfare Grants.
PUB DATE- 94
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Attitudes; *Child Abuse; Community Involvement; Community Services; *Cooperative Programs; *Crisis Intervention; Delivery Systems; Demonstration Programs; Foreign Countries; Professional Services; Program Descriptions; Program Evaluation; Program Implementation; *Rural Areas; Rural Family; *Sexual Abuse; Shared Resources and Services
IDENTIFIERS- *Manitoba

This book reports on a 3-year project involving the design and implementation of a coordinated demonstration program for the treatment of child sexual abuse in rural Manitoba (Canada). The purpose of the project was to address problems resulting from child sexual abuse services that are sporadic and uncoordinated in rural Canadian communities. Section 1 of the book contains a detailed description of key elements involved in the creation and maintenance of a rural coordinated service system. Chapters in this section overview the special context of services that operate in rural communities; outline basic steps in building the community infrastructure necessary for interagency consultation and collaboration; address the important link between investigative and treatment services, including detailed case histories that track critical service elements; and discuss the importance of early crisis intervention services that focus on the family. Section 2 reviews key research findings encompassing a wide scope of service evaluation, including the use of service-impact indicators at three levels: clients, service agency, and communities. Chapters in this section describe the project's evaluation strategy, including a detailed description of the two participating communities and agencies; ways the project facilitated local community involvement in the design and implementation of a coordinated service plan and strengthened local service providers in aspects of child sexual abuse services; and service outcome measures that were collected over the term of the project. Part 3 considers the professional attitudes towards child sexual abuse held by police, child welfare workers, and community mental health workers. This section also includes conclusions about coordinating child sexual abuse services in rural areas and recommendations for program implementation. Includes 111 references and an index. (LP)

ED 392 569 RC 020 451

Slacks, John R.
The Rural Teacher's Work.

Appalachian colleges and the possibilities for intercollege collaboration to strengthen teacher education programs. Some common themes that surfaced in the many projects involving collaboration with local public school districts were: inservice training for local school personnel, with computer and multimedia teaching strategies being favored topics; use of college facilities for classes and special projects; academic and sports summer camps for public school students; academic competitions; community service by college students; and teacher/faculty development. Eighteen programs that serve particular needs are described. Four common concerns regarding teacher education were identified: multicultural experiences for students and multicultural development opportunities for faculty; collaborative field-based, classroom research; retraining of teachers and faculty in new methodologies, such as experiential learning and authentic assessment strategies; and the need for teacher educators and teachers to use computer technology effectively. A rationale and possible actions accompany each concern. Participating institutions and personnel are listed in an appendix. (TD)

ED 392 585 RC 020 474

Trahant, Mark N.
Pictures of Our Nobler Selves: A History of Native American Contributions to News Media.
PUB DATE- Oct 95
NOTE- 52p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alaska Natives; American Indian History; American Indians; Broadcast Journalism; Cultural Maintenance; *Journalism; Journalism History; *Mass Media Effects; *Newspapers; News Reporting; Politics
IDENTIFIERS- American Indian Contributions; *Journalists; Media Bias; *Native Americans

Many American Indians deeply resent distorted depictions of themselves in the media. They are convinced that false media caricatures have helped rob them of their history. This report addresses a fascinating incongruity: the contributions made by Native Americans to the U.S. news media--a media that has played a key role in creating the flawed portrait. This booklet documents the accomplishments of such journalists as Elias Boudinot, who in 1827 became the founding editor of "The Cherokee Phoenix"; John Rollin Ridge, a nephew of Boudinot who wrote books and articles about the California Gold Rush and Indian affairs, and who founded several California newspapers; Ora Eddleman Reed, a Cherokee who became the first Native American talk show host in 1924; and Hattie Kauffman, a Nez Perce journalist of ABC News who in 1989 was the first American Indian to report a news story on national television. Uncovering forgotten journalism history is the first purpose of this report. The second is to validate the notion that it is essential for American Indians and Alaska Natives to work in the media, both tribal and mainstream, in order to provide relevant local news to Native communities and to influence the images of Native Americans that are projected to the country. Native Americans can contribute to journalism and still maintain tribal roots. Contains references in endnotes, and a bibliography of 46 books, 19 articles, and 2 dissertations. (TD)

ED 392 586 RC 020 486

adequate time, adequate instructional materials, mathematically powerful teachers, and additional time during the school day and year for teachers to collaborate to help students succeed; (4) SSPI must act immediately to establish a management, research, and information system to answer basic questions about the operation and effectiveness of mathematics policies and programs, including the implementation and effectiveness of the state's "Mathematics Framework", and (5) School administrators and staffs must move quickly to work with parents to identify the responsibilities of the school and home that support the parents' role in their children's education. (MKR)

ED 392 609 SE 057 770

Corwin, Rebecca B.; And Others
Talking Mathematics: Supporting Children's Voices.
PUB DATE- 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Classroom Communication; Elementary Education; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- *Mathematical Communication

Rather than present a body of predetermined knowledge to be mastered in mathematics classes, teachers need to develop a curious, problem-posing habit of mind. This book contains materials to support teachers and teacher education students who are interested in developing a culture of inquiry and communication in their mathematics classes. It contains theory about why mathematical talk is important, practical ways to encourage and support that talk, a set of pertinent readings, several challenging problems to try with students, and a list of resources. (MKR)

ED 392 610 SE 057 772

Harlen, Wynne; And Others
Confidence and Understanding in Teaching Science and Technology in Primary Schools.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.
PUB DATE- 95
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Foreign Countries; Interviews; *Knowledge Base for Teaching; Questionnaires; Science Teachers; Teacher Education; Teacher Effectiveness; Technology
IDENTIFIERS- Scotland; *Subject Content Knowledge

The purpose of this study was to investigate the problems facing primary teachers in implementing the 5-14 guidelines for science and technology and the extent to which these problems are related to teachers' knowledge and understanding of the subject matter in Scotland. Data collection methods included questionnaires and interviews. A key finding was that many primary teachers lack confidence in their ability to teach the science and technology components of the environmental studies

Equity in the Classroom: Mathematics and Science Materials an Resources for Elementary Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; Mathematics Instruction; *Mathematics Materials; *Resource Materials; Science Instruction; *Science Materials

Each publication in the Eisenhower National Clearinghouse (ENC) Focus series presents a small selection of the Clearinghous collection focused on a topic of particular interest to mathematics and science teachers. In addition to meeting general requirements for inclusion in the ENC collection, curriculum materials in these publications are appropriate to the specific topic of the issue; support hands-on, active, inquiry-based methods of instruction; and are readily available. This issue offers a sampling of useful teaching materials and other resources that promote equity in mathematics and science education. Each entry contains title, author, date, publisher, grade level, target audience, material type, language, subjects, abstract, and ordering information. (MKR)

ED 392 633 SE 057 945

Blank, Rolf K.; Gruebel, Doreen
State Indicators of Science and Mathematics Education 1995: State-by-State Trends and New Indicators from the 1993-94 School Year.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 95
NOTE- 150p.; For earlier reports, see ED 337 345 and ED 361 225.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Enrollment; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Education; Mathematics Teachers; National Surveys; Racial Differences; Science Curriculum; *Science Education; Science Teachers; Sex Differences; State Standards; State Surveys; Teacher Education; Teaching Conditions
IDENTIFIERS- *Educational Indicators; *Science Achievement

Efforts to reform and restructure science and mathematics education need to be based on a sound assessment of current conditions, the rate of improvement, and problems in the system. This report focuses on indicators of the condition of science and mathematics education at state and national levels. The 1995 report presents new state indicators from the 1993-94 school year and examines trends, by state, from 1990 to 1994 on indicators of student achievement, content and instruction, and context and conditions for teaching. Four primary sources of data were used: The National Assessment of Educational progress (NAEP), Advanced Placement examinations, The Schools and Staffing Survey, and data from state departments of education. Among the student achieement indicators, the study found that proficiency on the NAEP in mathematics had a significant improvement: the percentage of grade 8 students scoring at or above the proficient level went from 19 percent in 1990 to 25 percent in 1992; between 1982 and 1992 scores of Black and societies are reviewed. (EH)

ED 392 655 SO 025 265

Gonzalez, Janet Alvarez
The Need for a Multimedia Center To Enhance the Implementation of Instructional Art Culturally-Oriented Programs in Arts on the Square.
PUB DATE- 95
NOTE- 69p.; Master's Project, Virginia State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adult Education; Adult Programs; Art Education; Community Resources; Cultural Activities; *Educational Media; *Educational Needs; Fine Arts; Multimedia Instruction
IDENTIFIERS- Cultural Resources; *Multimedia Centers; *Virginia (Richmond)

The purpose of this study was to determine whether or not Arts on the Square in Richmond, Virginia needed a multimedia center to enhance the implementation of its instructional art culturally-oriented programs. The study was descriptive, using the purposive non-probability sampling technique. The instrument used in the study was designed for Arts on the Square. The survey method used in this study was the interviewer-administered questionnaire. The study findings suggest that there is a need in Arts on the Square for a multimedia center that will enhance the instructional art culturally-oriented programs. Over 90% of the respondents considered that the provision of a multimedia center in Arts on the Square was "important" or "very important" for their class instruction and that it would influence their instruction in a positive way. (JG)

ED 392 656 SO 025 296

Bernstein, Richard
Dictatorship of Virtue: Multiculturalism and the Battle for America's Future.
PUB DATE- 94
NOTE- 351p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Conflict; Cultural Differences; Cultural Interrelationships; *Cultural Pluralism; Culture Conflict; Elementary Secondary Education; *Ethnic Relations; Higher Education; Minority Groups; *Multicultural Education; *Racial Relations; United States History

This book addresses the issue of multicultural education and the political battles waged over it in U.S. schools. The volume examines the perspectives of both advocates and critics and applauds the true meaning of multiculturalism equality of opportunity and social justice. The fear is there is pulling away from certain cultural norms traditionally used for upward social mobility and that multiculturalism has become a dictatorship of virtue with lasting ramifications for society's future. The book contains nine chapters divided into the three parts followed by an epilogue. Chapters are: (1) "Elementary Diversity"; (2) "Places of Memory"; (3) "Advanced Sensitivity"; (4) "Notebook"; (5) "Otherness in Queens"; (6) "The Search for Sin"; (7) "The Secret Victory"; (8) "The Battle of Brookline and Other Struggle over Young Minds"; and (9) "The Battle of Texas." The epilogue is entitled "The Empty Fortress." (EH)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Studies; Cultural Activities; Cultural Background; *Cultural Education; Culture; Global Education; Heritage Education; *Hispanic American Culture; *Hispanic Americans; Human Geography; Intermediate Grades; Junior High Schools; Middle Schools; *Multicultural Education; *Social Studies

This resource book features the cultural heritage of Hispanics living within the United States and includes ideas, materials, and activities to be used with students in the intermediate grades and middle school. This book explores the definition of the term "Hispanic Americans" and suggests a multilayered population with a variety of cultural experiences. The book explores both the likenesses and differences and celebrates Hispanic American heritage as a whole. The book lists seven topics to explore: (1) "Our Heritage"; (2) "Coming to America"; (3) "Independence"; (4) "Hispanic Americans Today"; (5) "Customs and Traditions"; (6) "Hispanic Heritage Game"; and (7) "Management." (EH)

ED 392 678 SO 025 694

Stern, Susan
The Structure of Cultural Life in Germany. Basis-Info: Cultural Life.
PUB DATE- Aug 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Arts Centers; Community Resources; *Cultural Activities; *Cultural Centers; *Cultural Education; *Cultural Enrichment; Culture; Exhibits; Foreign Countries; German Literature; Higher Education; Literature; Material Culture; Museums; Theater Arts; Theaters
IDENTIFIERS- Germany

This paper explains how cultural life in Germany is shared through public funding and support. Since culture is commonly accepted by Germans to be vital to the psychic health of the nation, public funding of culture is not a controversial issue. The expression "cultural federalism" is frequently used to describe the way in which responsibility for cultural affairs is divided and shared between the various organs of the state. Through such fund-raisers as taxes, state-organized lotteries and license fees, each person in the country makes a substantial contribution to the annual cultural budget. The table of contents lists the following: (1) "Introduction"; (2) "The Notion of 'Cultural Life'"; (3) "The Culture Industry"; (4) "The Concept of Federalism in Germany"; (5) "Cultural Federalism in Germany"; (6) "The Tiers of Responsibility"; (7) "Cultural Rebuilding"; (8) "Cultural Competition"; (9) "Private Cultural Promotion"; (10) "Theater and Music"; (11) "The Visual Arts and Architecture"; (12) "Literature and Libraries"; (13) "Museums"; (14) "Film"; (15) "Broadcasting"; (16) "Monuments and Sites"; and (17) "Sources." (EH)

ED 392 679 SO 025 697

Youth for Justice: 1995 Youth Summit Compendium.
PUB DATE- Aug 95
NOTE- 277p.
LANGUAGE- English

also denies parents and students real impact on education in the schools; and (3) to sift the major criticisms of the schools and respond to them from the viewpoint of a school teacher. Chapters include: (1) "Out of the Loop"; (2) "Raising Hell"; (3) "History Repeats Itself"; (4) "Indentured Servants"; (5) "Where Ignorance Was Cheaper"; (6) "Acorns in the Schoolyard"; (7) "Team Spirit"; (8) "My Student Myself"; (9) "Schoolhouse Keepers"; (10) "Beyond the PTA"; and (11) "Children Should Be Seen and Not Hushed." (EH)

ED 392 701 SO 025 872

Lamus, Jose Antonio Lopez; Sarmiento, Albeiro Saldana
Community "San Gregorio." A Christian Educative Response to the Problem of Drug Abuse in Youth Aged 12-18 Years.
PUB DATE- 90
NOTE- 21p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Antisocial Behavior; Behavior Disorders; *Christianity; Cooperative Programs; *Drug Abuse; Drug Education; Foreign Countries; Institutional Cooperation; *International Cooperation; *International Organizations; Males; *Social Problems; *Substance Abuse
IDENTIFIERS- *Colombia

This pamphlet describes the "San Gregorio" pilot program in Latin America, the first of its type on the continent as a program specifically for adolescent drug addicts. The Christian educative program is designed for males 12-18 years of age, who are addicted to psycho-active substances and evidence serious behavioral problems. It is also aimed at the families of these young people. Two underlying philosophies form the basis of the community: faith in mankind; and faith in God. The San Gregorio community is located in the village of Las Parcelas in the district of Cota, 20 minutes from Bogota, Colombia, and can accommodate 50 young people accompanied by 13 trainers. The booklet describes the program, its sponsors, and mission. (EH)

ED 392 702 SO 025 873

Crawford, Barbara; Metcalf, Sandra
The Nevada Study on The Holocaust.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Nevada Humanities Council.
PUB DATE- 86
NOTE- 47p.; Edited by Phyllis Darling and Karla McComb.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anti Semitism; Civil Liberties; Civil Rights; High Schools; Intermediate Grades; *Jews; Junior High Schools; Middle Schools; *Nazism; Propaganda; Social Studies; Western Civilization; *World History; *World War II
IDENTIFIERS- *Holocaust; Nevada

This study series on the Holocaust consists of four units designed for middle school/junior high and senior high students in United States and world history classes. The units may be self-contained or integrated into previous units of study. A 45-minute color video "Nevada Study on The Holocaust" accompanies

Thanksgiving, with answers prepared by Plimoth Plantation Museum staff. The book is intended to serve as a guide for re-creating the original 17th century event. The contents include: (1) "The American Thanksgiving: The Evolution of a Tradition"; (2) "The Pilgrims as People: Understanding the Plymouth Colonists"; (3) "The Pilgrims at Prayer: Re-creating a Separatist Service"; (4) "Manners and Menus: The First Harvest Feast"; (5) "Recipes"; (6) "Partakers of Plenty"; (7) "Dress in Early New England"; (8) "Pilgrim Games"; (9) "Pilgrim Myths"; and (10) "Bibliography." "Recipes from Plimouth Plantation's J. Barnes Bake Shop" are attached. (EH)

ED 392 726   SO 026 055

Everyone Wins When Youth Serve: Building Agency/School Partnerships for Service Learning.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Citizen Participation; *Citizenship; *Community Cooperation; Community Programs; *Community Services; School Community Relationship; Secondary Education; *Service Learning; *Social Responsibility; Social Studies; Urban Improvement

This resource booklet is to assist agencies and schools in creating service-learning opportunities for youth to enhance and build upon the classroom education. The document includes sections on: (1) "Youth Serving Communities"; (2) "What is Service Learning?"; (3) "A Win-Win Opportunity"; (4) "Agency Concerns about Service Learning"; (5) "What Makes Service Learning Work"; (6) "What You Can Do: First Steps"; (7) "Resources for Service Learning"; (8) "Notes"; and (9) "Acknowledgments." (EH)

ED 392 727   SO 026 056

Get Ready for Anything.
PUB DATE- 92
NOTE- 17p.; Colored paper may not photocopy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Citizen Participation; *Citizenship; *Community Cooperation; Community Programs; *Community Services; School Community Relationship; Secondary Education; *Service Learning; *Social Responsibility; Social Studies; Urban Improvement

This handbook is to assist agencies and schools in developing coalitions for Youth Engaged in Service, to build better citizens and healthier communities. Seven examples of the community building process are presented to demonstrate what others have tried. Highlighted communities include: (1) Pittsburgh, Pennsylvania; (2) New York, New York; (3) Columbia, South Carolina; (4) Leucadia, California; (5) Zuni, New Mexico; (6) Evansville, Indiana; and (7) Everett, Washington. A set of action principles helps in putting together resources to expand the classroom education into the community. (EH)

ED 392 728   SO 026 057

Today's Heroes in Your Community: Maximizing the Potential of Youth Volunteers.
SPONS. AGENCY- Hitachi Foundation, Washington, DC.
PUB DATE- 90

the five regions of the state and by size of school district. Findings suggested considerable or some shortage in all regions in teaching areas of library, music, guidance and counseling, computer science/lab, home economics, and chemistry; and considerable or some surplus in all regions for elementary primary and elementary intermediate teachers. By size of school district, findings also revealed considerable or some shortage in music, Spanish, and guidance and counseling, and considerable or some surplus in elementary primary or elementary intermediate teachers. (ND)

ED 392 748 SP 036 484

Sondag, K. Ann; And Others
The Professional Preparation and Development of Physical and Health Educators.
PUB DATE- 11 Jan 96
NOTE- 28p.; Paper presented to the Certification Standards and Practices Advisory Council and the State of Montana Board of Public Education (Helena, MT, January 11, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Faculty Development; *Health Education; Higher Education; High Schools; *Knowledge Base for Teaching; *Physical Education; Physical Education Teachers; Preservice Teacher Education; *State Standards; *Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS- *Montana

State standards for certification in the area of Health Enhancement reflect a merger of the standards which traditionally have fallen into the separate disciplines of physical education and health education, thus requiring teachers to develop skills and knowledge in both disciplines. This study, a partnership between faculty at the University of Montana and faculty at Big Sky High School, looked at what teachers perceive to be the major health issues of adolescents today; whether there should be separate state standards for health education and physical education; the extent to which teachers are prepared in each of the stated areas; teachers' perceptions regarding the state standards areas; and whether there are specific areas included in the state standards in which teachers need more preparation. A series of three one-day workshops were scheduled in various locations throughout the state; 25 health enhancement teachers participated in the workshops. Data were collected through questionnaires, focus group interviews, and a wrap up session. Analysis of the data revealed three areas of concern: (1) imbalance in the professional preparation of health enhancement teachers so that skill and content areas related to physical education receive a higher priority than those relating to health education; (2) participants' conceptual understanding of Montana's Health Enhancement curriculum and perceived lack of preparation in several areas; and (3) significantly larger number of state standards in which participants felt marginally or unsatisfactorily prepared. Recommendations suggested by the findings included establishing a standardized curriculum, to be implemented by all state institutions, that accurately reflects current state standards; considering offering a series of seminars intended to clarify and promote the concept of health enhancement; and addressing lack of preparation by extending the current major to include additional credit hours to cover both disciplines, offering separate certifications in health

ED 392 766 SP 036 512

Buckley, M.
Report on the Comprehensive Teacher Training Project to the OCOD Board of Directors, Winnipeg, Manitoba.
PUB DATE- 22 Feb 92
NOTE- 79p.; For related documents, see SP 036 511-517.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Elementary Education; Elementary School Teachers; English; Field Tests; Foreign Countries; General Science; Higher Education; *Inservice Teacher Education; *Instructional Improvement; International Cooperation; International Programs; *Knowledge Base for Teaching; Mathematics; *Professional Continuing Education; Program Descriptions; Program Evaluation; Social Studies; Teacher Improvement; *Technical Assistance
IDENTIFIERS- *Canada; *West Indies

This report covers progress in a Comprehensive Teacher Training Project (CTTP) from its inception in 1987 to 1992 including background, current status, problems and solutions, upcoming internal evaluation, future events, and feedback on the project. CTTP, a project of the Organization for Cooperation in Overseas Development, a Canadian-based organization, is designed to increase significantly the knowledge and skills of untrained elementary school teachers in the West Indies in English language, mathematics, social studies, and integrated science, with a view to preparing these individuals to enter the teacher training programs there. Rising populations, economic cutbacks, stronger regionalism, and more strictly enforced entrance requirements to local teacher colleges and universities have all generated the need for academic upgrading and development of pedagogical skills for untrained teachers. Phase I of the CTTP was designed for curriculum development and field testing. Section 1 outlines the background of the development of the CTTP. Section 2 outlines training for participants. Section 3 examines the past and present role of the Regional Office in the CTTP. Section 4 provides a production update for all four courses offered by the CTTP. Section 5 addresses the development of the field-testing process. Section 6 looks at the future of the CTTP. Section 7 concludes with recommendations for the balance of Phase I and proposals for Phase II. Includes a glossary, 16 tables, and a list of 25 appendixes (which are not included). (JB)

ED 392 767 SP 036 513

King, Winston, Ed.; And Others
OCOD-CTTP Integrated Science: School Based Assessment Marker/Tutor Handbook.
PUB DATE- 92
NOTE- 77p.; For related documents, see SP 036 511-517.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Science Activities; Science Education; *Science Process Skills; *Science Tests; Secondary Education; Secondary School Students; Student Evaluation; *Teacher Role; Test Format
IDENTIFIERS- *Caribbean; *School Based Evaluation

During the past decade there have been considerable efforts to reform the American public school system. This survey, based on 15-minute telephone interviews with a nationally representative sample of 1,011 public school teachers in the United States, duplicates the sampling and interviewing process used in a similar study in 1984 and 1985. In addition to an analysis of this year s findings, the survey looks at how teachers views and experiences have changed in the past decade. The topics addressed in five chapters include: (1) American teachers' job satisfaction; (2) quality of public schools; (3) strengthening the profession; (4) reasons for teachers considering leaving teaching; (5) reasons why teachers stay; and (6) a demographic profile of the American teacher. Findings reveal many significant changes in the teaching profession in the past ten years. Although many teachers still believe they lack support from parents and community members, their outlook has changed considerably with regard to personal satisfaction with their career choice, and their pay has steadily improved. However, teachers are still confronted with many of the same societal problems they faced a decade ago, such as inadequate public funding and a lack of parental and community support. Additional problems identified include overcrowded classrooms, alcohol consumption among teens, and the level of violence in and around public schools. Findings also suggest that teachers opinions and experiences are not uniform. Teachers in suburban and rural areas have generally seen improvements in their work environments and the recognition they receive, improved public and parental support, and a decline in the number of students lacking basic skills, teenage suicides, and student absenteeism. Urban teachers have seen their conditions worsen, and are less likely to say they feel respected and recognized for good performance, and are also less positive in their assessment of the curriculum in their schools, academic standards, and the level of funding their schools receive. Data are presented in data tables. A detailed survey methodology is provided in Appendix A; the questionnaire showing marginal frequencies for all questions appears in Appendix B. (ND)

ED 392 784 SP 036 533

Sullivan, Emilie P.
Authentic Learning with At Risk Elementary School Children.
PUB DATE- Feb 96
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Literature; *Classroom Techniques; Cooperating Teachers; Cross Age Teaching; Elementary Education; Elementary School Students; *Field Experience Programs; Higher Education; *High Risk Students; Literacy; Multicultural Education; Partnerships in Education; Preservice Teacher Education; Reading Skills; Remedial Instruction; Self Concept; Self Esteem; *Special Needs Students; *Teaching Models; *Tutoring
IDENTIFIERS- *Diversity (Student)

Children who are "at risk" are differentiated by their difficulty meeting standards for school success. This paper describes a model for a field-based component of an elementary education children's literature course involving in-school tutoring of at risk children. The program provided preservice teachers the from a questionnaire administered to 20,706 tenth graders and dropouts in 1990. The study design resulted in a sample representative of tenth graders across the country. The wealth of NELS:88 data makes it difficult to organize and summarize the findings. Overall, the main variables examined (ethnicity, socioeconomic status, family type, sex of student, urbanicity, region, and former 4-H participation) showed little difference for more than three-fourths of the items examined. Ethnicity and family type were the two variables showing the most difference, followed by socioeconomic status. The differences found among tenth graders, while sometimes substantial, were rarely traceable primarily to a demographic characteristic. Areas of concern are: (1) the percent of tenth graders with high occupational aspirations whose educational programs were not consistent with their expectations; (2) the percent using substances; and (3) the percent who had difficulty with the tests included in the study. (SLD)

ED 392 802 TM 024 211

Grandy, Jerilee
Statistics about General Test Examinees by Sex and Ethnicity and Supplementary Tables. Graduate Record Examinations Trends & Profiles.
PUB DATE- 94
NOTE- 266p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; College Entrance Examinations; *College Students; Educational Trends; Ethnic Groups; *Ethnicity; *Graduate Study; *Majors (Students); Minority Groups; *Sex Differences; *Student Characteristics; Trend Analysis
IDENTIFIERS- *Graduate Record Examinations; Self Report Measures

This document presents statistics and supplementary tables based on information from the files of the Graduate Record Examinations (GRE) Program. It includes information about the ethnic and gender differences in numbers and percentages of test takers, undergraduate majors, intended graduate fields of study, highest degree planned, and undergraduate institutions attended. Based primarily on self-reports from test takers, the document notes trends but does not explain them. Sets of graphs, each set preceded by a short commentary in question-and-answer format, present the information. More detailed statistics are reported in separately published "Supplementary Tables" included in this document. Between 1981 and 1992, the number of people taking the GRE General Test has increased, with only a brief and temporary decline from 1981 to 1983. The numbers of nearly all racial and ethnic groups taking the test have increased over the 11 years for which data are available, with American Indians being the only group that did not increase its participation. The increase in the number of females taking the test has been greater than that of males, at 112% over 11 years to 77%. (Contains 32 graphs and 23 references.) (SLD)

ED 392 803 TM 024 346

Noel, Adrienne W.
Predictors of Success on Ohio's Ninth Grade Proficiency Test.
PUB DATE- 15 Dec 94
NOTE- 18p.

ED 392 822 TM 024 471

Harwell, Michael
An Empirical Study of the Hedges (1982) Homogeneity Test.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22,1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; *Meta Analysis; Monte Carlo Methods; *Sample Size; Scores; *Statistical Distributions
IDENTIFIERS- Fixed Effects; *Homogeneity Tests; *Power (Statistics); Type I Errors

The test of homogeneity developed by L. V. Hedges (1982) for the fixed effects model is frequently used in quantitative meta-analyses to test whether effect sizes are equal. Despite its widespread use, evidence of the behavior of this test for the less-than-ideal case of small study sample sizes paired with large numbers of studies is contradictory, and its behavior for nonnormal score distributions in primary studies is an open question. The results of a Monte Carlo study indicated that the Type I error rate and power of the homogeneity test were insensitive to skewed score distributions, but were very sensitive to smaller study sample sizes paired with larger numbers of studies. These findings extend earlier results and help to clarify the statistical behavior of the homogeneity test. Specifically, the pairing of small study sample sizes with large numbers of studies tends to produce conservative Type I error rates for the homogeneity test and underestimates its power, increasing the likelihood of Type II errors. (Contains 2 tables and 23 references.) (Author/SLD)

ED 392 823 TM 024 472

Bezruczko, Nikolaus; And Others
The Stability of Four Methods for Estimating Item Bias.
PUB DATE- 89
NOTE- 34p.; Portions of this report were presented at the Annual Meeting of the American Educational Research Association (1989).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; Classification; *Estimation (Mathematics); Identification; *Item Bias; Racial Differences; *Reliability; *Research Methodology; Sample Size; Sex Differences; *Test Items
IDENTIFIERS- Delta Coefficient; *Mantel Haenszel Procedure; *Rasch Model

The stability of bias estimates from J. Schueneman's chi-square method, the transformed Delta method, Rasch's one-parameter residual analysis, and the Mantel-Haenszel procedure, were compared across small and large samples for a data set of 30,000 cases. Bias values for 30 samples were estimated for each method, and means and variances of item bias were computed across all the samples, for comparisons contrasting sample size, sex, and race. The point estimates of item bias, based on 30 replications for each method, were also correlated across random samples, and classification techniques compared the results for agreement. The results showed that none of the methods consistently flagged more or fewer items as biased,

Related Institutions, 1985-86 to 1994-95.
PUB DATE- Feb 96
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; College Applicants; College Students; Doctoral Degrees; Educational Trends; Enrollment; *Females; Foreign Countries; Higher Education; Masters Degrees; State Universities; Tables (Data); *Trend Analysis; *Universities; Women Administrators; *Women Faculty
IDENTIFIERS- *Ontario

This report provides a series of tables which track women's participation at all levels within the Ontario (Canada) university system over 10 years, from 1985-86 to 1994-95 and covers applicants, enrollment, degrees awarded, faculty, and staff. Tables provide data on the following: applicants and registered applicants in full-time, first year studies; women's participation by registration status and level of study; enrollment by field and level of study; enrollment at Ontario medical schools; Bachelor's and first professional degrees awarded; Master's degrees awarded; doctoral degrees awarded; full-time women faculty by institution; full-time faculty by field and gender; full-time faculty by field; full-time faculty by rank and gender; new faculty; new faculty appointments by rank; new faculty by type of appointment and rank; average salaries by rank and gender; percent comparison of full-time women students with full-time women faculty by field; comparison of doctoral enrollment of women to new faculty appointments of women; full time non-academic staff by occupational group and gender; and full time non-academic staff by salary range and gender. Six charts graph selected data from the tables. (JB)

ED 392 367 HE 028 967

Miller, Michael T.; And Others
Organizational Structure and Activities of Centers and Institutes Which Study Higher and Postsecondary Education.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Educational Research; Financial Support; Governance; Higher Education; *Institutes (Training Programs); Institutional Characteristics; Institutional Mission; Institutional Role; Organizational Objectives; *Postsecondary Education as a Field of Study; *Research and Development Centers

This 1993 investigation examined how centers and institutes established to study higher education and enhance student learning function, their organizational structure, and their activities. Using an open-ended questionnaire, the heads or directors of 25 such centers were asked to provide responses to questions on the organizational status and role of the center, primary research activities, and the identification of other center activities. After completion of a second mailing, a total of 17 responses (68 percent) were received. Findings indicated: (1) that most centers served a number of "masters," either departments, colleges, or advisory boards; (2) that most were focused on institutional or local community needs; (3) that almost all placed strong emphasis on student issues, such

Centers" (Martin Nemko and Ronald D. Simpson); (9) "What Every Faculty Development Professional Needs To Know about Higher Education" (Daniel R. Rice); (10) "Outside Consultants: When, Who, and How To Use Them" (Martin Nemko); (11) "The Feminization of Academia" (Deborah Du Nann Winter); (12) "Gender and Racial Differences among a Research University Faculty: Recommendations for Promoting Diversity" (Deborah Olsen); (13) "Managing Diversity Through Faculty Development" (Marie A. Wunsch and Virgie Chattergy); (14) "Instructional Development Programs for International TAs: A Systems Analysis Approach" (Rosslyn Mynatt Smith et al.); (15) "The Place of Narrative in the Study and Practice of Adult Development" (Diane E. Morrison); (16) "Adult Students as Catalysts to Faculty Development: Effective Approaches to Predictable Opportunities (Douglas L. Robertson); (17) "The Medicine Wheel: Emotions and Connections in the Classroom" (Peter J. Frederick); (18) "Putting the Teaching Portfolio in Context" (Barbara J. Millis); (19) "Recognition from Parents: A Variation on Traditional Teaching Awards" (Delivee L. Wright); (20) "Coping with the Academic 'Tragedy of the Commons': Renovating Classrooms at Carnegie Mellon University" (Edwin Fenton); (21) "Front Line Faculty Development: Chairs Constructively Critiquing Colleagues in the Classroom" (Linda Hilsen and LeAne Rutherford); and (22) "The Professor as Active Learner: Lessons from the New Jersey Master Faculty Program" (Myrna J. Smith and Mark LaCelle-Peterson). Most papers contain references. (DB)

ED 392 384   HE 029 027

Wright, Delivee L., Ed.; And Others
To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development, 1993.
PUB DATE- 93
NOTE- 294p.; Published annually. Issues of this journal have been entered into ERIC out of normal sequence: see ED 325 062-063 (1989-1990), ED 344 537-540 (1985-1988), ED 366 279 (1992), HE 029 025-029 (1982, 1991, 1993-95).
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; Change Agents; *College Faculty; College Instruction; Consultants; Cooperative Learning; Educational Technology; *Faculty Development; *Higher Education; *Inclusive Schools; *Instructional Improvement; Multicultural Education; Organizational Development; Part Time Faculty; Teacher Evaluation; Total Quality Management
IDENTIFIERS- *Professional Organizational Devel Net High Educ

This annual journal issue contains 20 papers on issues of faculty community, the inclusive institution, instruction, and faculty development in higher education. Many of the papers were developed for the annual conference of the Professional and Organizational Development Network in Higher Education (POD). The papers are: (1) "The Spirit of POD: A Network for Development" (Marilla D. Svinicki); (2) "A 'Community of Scholars?': Conversations among Mid-Career Faculty at a Public Research University" (Julia Lamber et al.); (3) "Integrating Part-Time Faculty into the Academic Community" (George Drops); (4) "Challenges for Faculty Developers and Department Chairs: When Faculty Arrive from Professional Settings" (Eric W. Kristensen and David R. Moulton); (5) "Enhancing GTA Training in Academic Departments: Some Self-Assessment Guidelines" addressed the questions of how technology can be used to improve student performance, what evidence exists to prove that technology has a positive impact on learning and teaching, and how can technology best be used to improve access to programs and overall productivity in the education system. The report identifies eight goals, for improving: (1) student learning; (2) teacher preparation and support; (3) curriculum and assessment; (4) learning resources; (5) access; (6) technological capabilities of classrooms; (7) community and business partnerships; and (8) planning and coordination. For each goal there are lists of desired outcomes ("We want Alberta to be a province where...") and recommendations. Also included are a call for response, a glossary, a list of questionnaire respondents and presenters, and a survey to the readership. (BEW)

ED 392 400 IR 017 686

Educational Technology in the 21st Century. Joint Hearing before the Committee on Science and the Committee on Economic and Educational Opportunities. House of Representatives, One Hundred Fourth Congress, First Session.
PUB DATE- 12 Oct 95
NOTE- 365p.; Serial No. 104-37. Contains photographs which may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; *Costs; *Educational Technology; Elementary Secondary Education; Expenditures; Futures (of Society); Hearings; Instructional Materials; *Technological Advancement
IDENTIFIERS- *Affordability; Congress 104th; *Future Learning; Grant Recipients

This document presents witness testimony and supplemental materials from a Congressional hearing addressing the potential as well as the affordability of educational technology and the classroom of the future, where computers and computer networks will increasingly aid teachers and facilitate learning. Those presenting prepared statements are Congressman George E. Brown, Jr., Congressman William Clay, Congressman Robert S. Walker, Congresswoman Lynn C. Woolsey, Congresswoman Constance A. Morella, and Congressman Randy "Duke" Cunningham. Testimony is included from: (1) Seymour Papert, Massachusetts Institute of Technology; (2) Alan C. Kay, Apple Computer: (3) Chris Dede, George Mason University; (4) David E. Shaw, D. E. Shaw & Company; (5) Ed McCracken, Silicon Graphics; (6) Pat Wright, TCI Educational Technologies, Inc.; (7) Robert W. Mendenhall, K-12 Industry Division, IBM; (8) Jeff Joseph, U.S. Chamber of Commerce; (9) Deborah McGriff, Edison Project; (10) Cheryl L. Lemke, Illinois State Board of Education; and (11) Alan S. Brown, Waukegan (Illinois) Public Schools District. Appendices include: statements for the record by Albert Shanker of the American Federation of Teachers, by Shelly Weinstein of the National Education Telecommunications Organization and EDSAT Institute, and by Geoffrey Teeter of Genentech, Inc., a report from the Office of Technology Assessment entitled "Teachers & Technology--Making the Connection," and various other supplemental materials including submitted pieces of correspondence and written testimony, a summary of educational technology expenditures by the Department of Education, press releases, a list of challenge grant recipients, Presidential remarks, and news clippings. (BEW)

NOTE- 6p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; *Educational Demand; Elementary Secondary Education; *Information Technology; Multimedia Materials; Online Systems; *Pilot Projects; *Technology Transfer; Trend Analysis
IDENTIFIERS- High Performance Computing; Information Infrastructure; *Multimedia Information Systems; New York; Syracuse University NY; Technological Infrastructure; Telemedicine; Wide Area Networks

A growing concern is that our nation is failing to provide a technology infrastructure for K-12 education that will enable graduates to compete in the information-based economy of the 21st century. The Living Textbook project is designed to deliver real-time, multimedia information on demand for use in classroom instruction. Three pilot schools in upstate New York and three in New York City have been linked by a wide area network with technology housed at Syracuse University's Northeast Parallel Architectures Center (NPAC). This paper outlines the project's view of a high-performance-computing-and-communications (HPCC) approach to delivering information on demand. It discusses trends in the capacity and speed of HPCC while also describing specific NPAC technologies like InfoMall, a state-funded program enabling technology transfer, and InfoVision, a suite of client/server information-on-demand applications. Short-term goals for the Living Textbook project include a video library searchable and available on-line, an interactive multimedia journey through New York State geography, telemedicine linking rural health care facilities with university hospital specialists, and related educational applications. (BEW)

ED 392 420 IR 017 711

Hesser, Lois Ann
Distance Education for Doctoral Students: An Overview of the National Cluster Format for Students in the Doctoral Program for Child and Youth Studies.
PUB DATE- 95
NOTE- 8p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Computer Literacy; *Distance Education; Doctoral Programs; Electronic Classrooms; Electronic Mail; *Graduate Students; Higher Education; Internet; *Student Surveys; Telecommunications; Training
IDENTIFIERS- *Computer Use; Nova Southeastern University FL; UNIX Operating System

This paper offers an overview of the telecommunications and delivery techniques involved in providing distance education to graduate students in doctoral programs. Good distance education should ensure variety of format and successful communication; it can come via audiobridge, videotapes, audiotapes, the telephone, electronic mail, electronic library access, electronic bulletin boards, and electronic classrooms. In the students' cognitive processes differ in learner-controlled versus program-controlled environments, and how much students learn in each. Participants were 20 undergraduate students in the college of education at a large southwestern university who were novices at using HyperCard. No overall dramatic differences between the learner- and program-controlled groups were found for cognitive processes in hypertext learning environments. The type of environment did not appear to correlate with appreciable differences in learners' cognitive processes. Ability differences, however, were found to be significant. The results of this study support previous findings that learner-controlled versions of hypertextual materials may be inappropriate for low ability students. Qualitative participant differences (i.e. interests, preferences) were also found to be meaningful, regardless of learning environment differences. (Contains 34 references.) (Author/AEF)

ED 392 440   IR 017 731

Grissom, Scott; Koschmann, Tim
Hypermedia without Programming: Automatic Generation of Presentation Documents for Case-based Instruction.
PUB DATE- 95
NOTE- 7p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Curriculum Development; Higher Education; *Hypermedia; *Instructional Materials; *Material Development; *Medical Education; Multimedia Instruction; Problem Solving; Programming
IDENTIFIERS- *Case Method (Teaching Technique); HyperCard; Problem Oriented Instruction; Southern Illinois University

The objective of this project was to develop a way of producing instructional materials such that once an acceptable design had been achieved, hypermedia documents could be easily generated with no additional programming or design effort. The project was undertaken to support a case-based instructional curriculum in medical education. Southern Illinois University offers a Problem-Based Learning (PBL) curriculum as an alternative to the traditional first 2 years of medical school; students within the PBL curriculum work in small teams addressing a series of clinical cases. Over the 2-year course of the curriculum, students encounter about 100 clinical teaching cases. In the computer-based implementation of a teaching case, called an MMT, the case is presented as a hypermedia document. MMTs are divided into sections related to a clinical encounter. As a presentation interface, the design of the MMT has three main features: navigating among sections of the case, selecting individual data items within a section, and displaying available resources for a data item. The means by which students select individual items within a section of the MMT is designed to support an authentic process of inquiry. MMTs are implemented as a set of HyperCard stacks--each section of the case is implemented as an individual stack; within each stack, data items are presented on separate cards. After the hypermedia document had been developed and evaluated, it can be used as a prototype to create additional documents; the format remains the same for each subsequent document but the contents change without affecting usability. Automatic generation of

Intercambios: Una Perspectiva Canadiense" (Gwynneth Evans); (2) "Library Cooperation in North America: The Global Electronic Village, NAFTA, and the Future=Cooperacion Bibliotecaria en Norte America: La Aldea Electronica Global, el TLC y el Futuro" (Robert A. Seal); (3) "The Supernet Arrives to the South: The Mexico's Connection to the Internet=La Super Red Llega Hacia el Sur: La Conexion de Mexico a Internet" (Jesus Lau and M. Jesus Cortes Vera); (4) "Canadian Copyright Law: A Librarian's Perspective=Ley Canadiense de Derechos de Autor: Una Perspectiva Bibliotecaria" (Lesley Ellen Harris); (5) "Copyright Regulations=Reglamentacion de la Propiedad Intelectual" (Kenneth Wasch); (6) "Mexican Copyright Regarding the Information Professionals' Activity=El Derecho de Autor Mexicano frente a la Actividad de los Profesionales de la Informacion" (Jose Rodrigo Roque Diaz); (7) "Graduate Education in Library and Information Studies in Canada=La Obtencion de Grado en Bibliotecologia y Estudios de Informacion en Canada" (Gwynneth Evans); (8) "Professional Accreditation on Library and Information Science=Acreditacion Profesional in Biblioteconomia y Ciencias de la Informacion" (Anne J. Mathews); and (9) "Professional Certification for Library and Information Science=Certificacion Profesional en Bibliotecologia y Ciencias de la Informaction" (Elsa Barberena Blasquez). Also included are outlines of the topics, methodologies, and conclusions of eight discussion groups. Appended are a list of participants and a conference schedule. (BEW)

ED 392 461 IR 055 847

The Educator's Guide to the Internet: A Handbook with Resources and Activities. Third Edition.
PUB DATE- 97
NOTE- 236p.; The book is also available in a package that contains a videotape, "Global Quest: The Internet in the Classroom," and two resource disks (MS-DOS and Macintosh).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Information; Class Activities; Computer Uses in Education; Electronic Mail; *Information Sources; *Internet; Lesson Plans; Multimedia Instruction; *Teacher Education; Telecommunications
IDENTIFIERS- Beginning Competence; File Transfer Protocol; Gopher; Listservs; *Navigation (Information Systems); Telnet; World Wide Web

This book and available package were developed to introduce educators to the capabilities of the Internet and related telecommunications. Each chapter typically has the following features: "Introduction," "Getting Started," "Confidence Builders," "Common Commands to Master," "Odds and Ends," and "Starting Places for Exploring." The chapters include: (1) "Your Introduction to the Internet"; (2) "Email: Instantaneous Communication All around the Net"; (3) "Internet Listservs: Subscribing to Electronic Interest Groups"; (4) "Telnet: Accessing Computer Resources Anywhere"; (5) "FTP: Gathering Files from around the Net"; (6) "Gopher: All the Internet Burrowing and None of the Pain"; (7) "The World Wide Web: Browsing the Multimedia Net"; and (8) "Bringing the Internet into the Classroom: Benefits and Model Lessons." A selected list of 107 Internet resources in math, science, and technology, a glossary of Internet-related terms, and a list of some common new-user questions are appended. (Contains 12 references.) (BEW)

PUB DATE- Mar 96
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Community Colleges; *Credit Courses; General Education; *Grades (Scholastic); *Outcomes of Education; Remedial Instruction; *Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Pass Rates; Prince Georges Community College MD

Student performance in individual courses constitutes a fundamental learning outcome at community colleges, since many students in credit courses have no intention of earning a degree. A study was conducted at Prince George's Community College, in Maryland, to analyze students' final course grades for fall 1995 to determine course pass rates and student progress. Study findings included the following: (1) the collegewide course pass rate was 75%, down from 77% in 1994 and the lowest since 1989; (2) pass rates decreased from 84% in 1994 to 83% in 1995 for occupational courses and from 76% to 74% for general education courses; (3) the pass rate of students in educational development courses was 60%, down 3 percentage points from the previous year; (4) disciplines with high pass rates included nuclear medicine, respiratory therapy, health information technology, English as a foreign language, nursing, radiography, business, criminal justice technology, early childhood management, and paralegal; (5) disciplines with low pass rates included developmental mathematics, real estate, anthropology, engineering, mathematics, and chemistry; (6) women had higher pass rates than men (78% versus 71%); (7) black students had a pass rate of 72%, compared to 81% for white students; and (8) continuing students had a pass rate of 77%, compared to a pass rate of 71% for first-time students. The bulk of the report consists of detailed data tables. (BCY)

ED 392 480 JC 960 140

Kamps, Don
Continuous Quality Improvement in the Employment of Adjunct Faculty: A NIACC Plan.
PUB DATE- Mar 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjunct Faculty; College Faculty; College Planning; Community Colleges; *Faculty Development; *School Policy; *Teacher Evaluation; *Teacher Orientation; *Teacher Qualifications; Teacher Selection; Two Year Colleges
IDENTIFIERS- North Iowa Area Community College

This document outlines a plan for the effective employment of adjunct faculty at North Iowa Area Community College (NIACC) based on existing policies and practices at Iowa's community colleges and at selected community colleges across the United States. Following a brief introduction, the plan describes NIACC's expectations for adjuncts' academic credentials or qualifications, recruitment strategies, and the selection process to be used, indicating that adjuncts must have occupational experience and at least a Master's degree. The next section discusses staff development, focusing on orientation and ongoing instructor development. This section indicates that new teachers will be provided with an adjunct are then described, including registration assistance, tutoring assistance, continued student support services, study and workplace readiness skills sessions, monthly parenting forums, and program evaluations by participants. Second semester activities are then reviewed, describing further registration and tutoring assistance, continued student support services, and continued monthly parenting forums. Program results are then addressed, indicating that of an original 9 students enrolled in the summer Quickstart session, 7 completed their second LEEWAY semester, with these students completing an average of 18 credit hours and maintaining an overall grade point average of 2.67. The final two sections review findings from student and staff evaluations of the program and financial assistance to other nontraditional students. LEEWAY brochures, applications, and evaluation forms are appended. (TGI)

ED 392 497   JC 960 161

Graduate Follow-Up Report, 1994-95.
PUB DATE- Apr 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Guidance; Career Planning; *College Graduates; College Outcomes Assessment; Community Colleges; *Education Work Relationship; *Employment Patterns; Graduate Surveys; Occupational Surveys; *Outcomes of Education; Program Evaluation; *Salaries; Two Year Colleges; Vocational Followup
IDENTIFIERS- *Wisconsin

Each year, a follow-up study is conducted to gather data on the activities and perceptions of students approximately 6 months after their graduation from Wisconsin's Technical Colleges (WTC). Specifically, the survey seeks to identify the current activities of the WTC graduates, determine the extent to which current activities are related to the graduates' educational programs, and provide data to inform career awareness and planning efforts. In 1995, the 16 colleges in the WTC system surveyed 15,560 graduates from 1994-95. Responses were received from 12,790 (82%) graduates and were compiled into a statewide report. Results of the study included the following: (1) 59.6% of all graduates were female, while minorities represented 7.6%; (2) of the respondents in the labor force, 94% were employed and 81% of those graduates were in jobs related to their training; (3) graduates of the home economics programs had the highest rate of related employment at 87%; (4) the median monthly salary for all 1994-95 graduates was $1,608; and (5) graduates from the service instructional division had the highest median monthly salary at $1,907. Includes a detailed table of statewide results by program title, the survey instrument, and a map of WTC districts with college addresses. (TGI)

ED 392 498   JC 960 162

Freeman, Robin; And Others
Environmental Careers: A Pilot Employment Market Survey.
PUB DATE- 15 Jun 94
NOTE- 46p.; For a related document on an environmental technology transfer needs assessment, see JC 960 163.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Community and Other Settings.
SPONS. AGENCY- CUSO Development Education, Ottawa (Ontario).; International Development Research Centre, Ottawa (Ontario).; United Nations Children's Fund, New York, N.Y.
PUB DATE- Jun 94
NOTE- 83p.; Cover title reads: "Men & Their Families: Contributions of Caribbean Men to Family Life. A Discussion Guide for Use by Groups in Church, School, Community and Other Settings."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Rearing; *Discussion Groups; Family Involvement; Family Life; *Father Attitudes; *Fathers; Foreign Countries; *Parenthood Education; Parent Participation; *Parent Role; Workbooks
IDENTIFIERS- Caribbean Child Development Centre; UNICEF; *West Indies

The Carribean Child Development Centre conducted a 2-year research project to provide a socio-historical perspective on roles of Caribbean men within the family, and to survey and describe attitudes and behaviors of a cross-section of men in Jamaica. An 8-week series of discussions, designed for a maximum of 15 men and 15 women, was organized to cover the topics of the research. Among the findings of the survey and discussions were that men contribute more to family life than is credited, and that being a father has strong personal meanings for men. A result of the research project, this discussion guide for groups concerning parenting skills is designed to help men and women become better parents, to shape children from infancy into valued and responsible adults. Although it focuses on men's roles, the guide is written for use by both men and women. The eight workshop sessions outlined are: (1) "The Families We Come From"; (2) "The Families We Create"; (3) "Domestic Roles within the Family"; (4) "Peer Influences on Family Roles"; (5) "Relationships with Our Children"; (6) "Factors Which Influence Personality Development"; (7) "Sexuality and the Family"; and (8) "Putting It All Together." Guidelines for workshop facilitators are included. (BGC)

ED 392 515 PS 023 644

Couchenour, Donna
Bright Ideas: Learning All Day. Curriculum for Infants and Toddlers.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Techniques; *Curriculum Design; *Curriculum Development; Discipline; Infants; Instructional Development; Parent Participation; Parent Role; *Preschool Education; Young Children
IDENTIFIERS- Developmentally Appropriate Programs; Early Learning Accomplishment Profile; Southern Early Childhood Association

Using as a framework concerns and problems which two early childhood educators encountered in connection with curriculum in programs for infants and toddlers, this guide focuses on common questions about child developmental needs shared by

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Child Caregivers; Childhood Needs; *Coping; Crying; Early Childhood Education; Emergency Programs; Emotional Problems; *Emotional Response; Family Programs; Fear; Helplessness; *Natural Disasters; Parent Teacher Cooperation; Play Therapy; Preschool Teachers; Separation Anxiety; *Stress Management; *Young Children
IDENTIFIERS- Family Support; Federal Emergency Management Agency; Regressive Behavior; Sleep Disorders; *Traumas

Young children may experience stress and emotional problems in reaction to natural and other disasters. This brochure presents a number of strategies for teachers and caregivers to use to help children cope with this stress. These strategies include: (1) providing reassurance and physical comfort; (2) being aware of separation anxiety; (3) maintaining familiar daily patterns; (4) encouraging children to discuss, write, draw, or act out their experience and feelings; (5) reading aloud from storybooks with child characters who cope with stressful situations; (6) including play therapy in the curriculum; (7) aiding children in peaceful conflict resolution; and (8) creating emergency plans for future disasters. Providing family/parental programs and working with parents, as well as personal coping strategies for teachers and caregivers, are also discussed. Typical symptoms of stress in young children are delineated. Contains 15 references for children's books and 10 for further adult reading. (JA)

ED 392 534 PS 023 975

Basurto, Paolo
Children of Minorities: Deprivation and Discrimination. Innocenti Insights.
PUB DATE- 95
NOTE- 104p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; Anthropology; Bilingual Education; Bilingualism; Cultural Pluralism; Ethnic Bias; *Ethnic Discrimination; Ethnic Relations; Ethnocentrism; Foreign Countries; Majority Attitudes; *Minority Groups; *Multicultural Education; Racial Integration; Social Bias; *Social Discrimination; Social Integration; Stereotypes
IDENTIFIERS- Gypsies; Italy; Latin America; United Nations Convention on Rights of the Child; United Nations Economic and Social Council

This collection of essays, condensed from papers presented at a meeting organized by UNICEF's International Child Development Centre on "Discrimination against Children and Families of Minority Groups and Indigenous Peoples," (Florence, Italy, February 1994) focuses on discriminatory situations of indigenous and minority groups. Innovative approaches to the problem of discrimination are highlighted. The lack of research in this area is discussed, along with ideas for further study. The following chapters are included: (1) "Children: Victims and Symbols" (Paolo Basurto); (2) "Children and Families of Minority Groups" (Rodolfo Stavenhagen); (3) "Panel 1--So What Is New?"; (4) "Gypsy and Traveller Communities" (Jean-Pierre three problematic behaviors showed significant improvement. Time-off task and disruptive behavior in the targeted classrooms improved. Reduction of the number of incomplete assignments did not improve significantly. (Contains 26 references.) (Author)

ED 392 551 PS 024 057

Amaro, Rodolfo
Your Child with Tuberculosis: A Guide for Parents and Guardians = Su Nino con Tuberculosis: Un Manual para Los Padres.
PUB DATE- 95
NOTE- 102p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Children; Definitions; *Diagnostic Tests; Disease Incidence; *Epidemiology; Family Health; *Medical Services; Parent Role; Preventive Medicine; Therapy
IDENTIFIERS- *Medications; *Tuberculosis

Presented in both Spanish and English versions, this booklet is a guide for parents and guardians of children who have tuberculosis (TB). The booklet is organized around specific questions covering topics such as the causes and spread of TB, demographics of TB sufferers, detecting and curing TB, TB treatment and medications, research on the illness, and what parents can do. The booklet also lists additional sources of information and includes a glossary of terms related to TB. (JW)

ED 392 552 PS 024 059

Carlsson-Paige, Nancy; Levin, Diane E.
The War Play Dilemma: Balancing Needs and Values in the Early Childhood Classroom.
PUB DATE- 87
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Child Behavior; Children; *Class Activities; Early Childhood Education; Family School Relationship; *Play; Recreational Activities; *Toys
IDENTIFIERS- Superhero Play; *War Games (Children); *War Toys; Webbing (Thematic)

Based on survey data and written for educators and parents, this book examines the role of war play in early childhood education settings, its potential negative effects, and what educators might do to limit these effects. This examination is offered from both a developmental and a sociopolitical view. Four approaches to solving potential problems resulting from war play are discussed: banning war play; taking a laissez-faire approach; allowing war play with defined limits; and facilitating war play. The book discusses differences between parents' and teachers' approaches to war play and offers guidelines and strategies for approaching war play in the classroom. Among these include supporting those children not interested in war play and using the issues that arise out of children's war play as subjects for classroom discussion. The

PUB DATE- 38
NOTE- 428p.; Xerox copy of original book, reproduced two pages per landscape page. This book is cited by Mary Phillips Manke in her article "The Rural Teacher in the Early 1900's" (EJ 478 228) as a classic of rural education literature; see also RC 020 215-218, 435, 452, 470.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Teachers; Educational History; *Educational Practices; Elementary Secondary Education; Higher Education; Noninstructional Responsibility; *One Teacher Schools; *Preservice Teacher Education; Rural Areas; Rural Education; *Rural Schools; School Community Relationship; Teacher Administrator Relationship; *Teacher Role; Teacher Student Relationship; Textbooks

This textbook was written in 1938 to acquaint beginning teachers with practices related to teaching in one-room schools and with the values and expectations of rural communities. The book points out the differences between the work of rural teachers and that of teachers in a town school. For example, teachers in one-room schools are required to adjust the educational program to accommodate several grades, present the subject matter in short periods, teach a large number of subjects in all grades, teach with few supplementary books, make final decisions in cases of discipline, and get along with a meager supply of materials for seat work. In addition, rural teachers receive very little guidance or support from the school superintendent. The book covers the following topics: (1) personal traits of the teacher; (2) teacher's preparation and certification; (3) professional activities; (4) activities involving the school board; (5) personal and social activities; (6) activities prescribed by legislative acts; (7) supervision of rural schools; (8) school districts; (9) school building and equipment; (10) course of study; (11) organizing the school for work; (12) program of recitations; (13) what children bring to school; (14) managing the classes; (15) teaching students how to study; (16) seat work and illustrative material; (17) children's health; (18) managing play; (19) governing the school; and (20) records and reports. Each chapter includes discussion questions and a list of supplementary readings. Appendices include lists of book publishing firms, books appropriate for a rural school library, businesses that sell school supplies, and magazines for schools. Includes an index. (LP)

ED 392 570 RC 020 452

Lowth, Frank James
Everyday Problems of the Country Teacher: A Textbook and a Handbook of Country-School Practice. Revised and Enlarged Edition.
PUB DATE- 36
NOTE- 636p.; Xerox copy of original book, reproduced two pages per landscape page. This book is cited by Mary Phillips Manke in her article "The Rural Teacher in the Early 1900's" (EJ 478 228) as a classic of rural education literature; see also RC 020 215-218, 435, 451, 470.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Guides/Methods/Techniques (For Practitioners) - Classroom

Smith, Eldon D.; DeYoung, Alan J.
Exploratory Studies of Occupational Structure of the Workforce and Support of Public Education in Rural Appalachia.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Jun 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Attainment; *Education Work Relationship; Elementary Secondary Education; Employment Opportunities; *Human Capital; *Labor Force; *Parent Participation; Postsecondary Education; Public Education; Rural Areas; *Rural Development; Rural Schools; School Community Relationship; *School Support
IDENTIFIERS- Appalachia; *Occupational Structure; Pulaski County School District KY; Virginia

This paper focuses on the political economy of public education in depressed rural regions of the United States. The general hypothesis explored is that occupational composition of the community workforce and associated educational requirements for employment are significant elements of the sociopolitical environment for public education. Part I examines case study material on Pulaski County, Kentucky: employment patterns, public schools and related educational resources, adult population characteristics, financial support for schools, academic achievement, the dual system of an independent municipal district within the county district, potential impact of consolidation of the independent and county districts, direct support for public education by employers, local supply of technically proficient workers, and employment policies of local employers. The main finding is that major employers with needs for more highly educated workers tended to actively support improvements in the public schools. In Part II, 529 parents of high school seniors in 5 Kentucky and Virginia schools were surveyed concerning their educational attainment, occupational status, and participation in school support activities. Findings suggest that having a high proportion of well educated workers in a community reinforces support for good quality schools, and that this support comes through the overt direct participation of educated parents. Second, benefits of more and better education are mostly lost to a community when local employment opportunities for the educated are not available. Part III discusses implications for rural development policy. Contains 21 references. (SV)

ED 392 587 RC 020 487

Broomhall, David; Johnson, Thomas G.
Community and Family Influences on Educational Performance in Appalachian Communities.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Sep 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Dropouts; *Educational Attitudes; Elementary Secondary Education; Employment Opportunities; *High School Seniors; *Human Capital; Migration; Occupational Aspiration; Parent

curriculum for pupils 5-14 and do not have a sound grasp of the ideas they are expected to develop in their pupils. Other findings include: teachers felt relatively more confident about the teaching of science process skills than about developing understanding of content; there were predictable variations relating to gender and possession of some qualification in science; teachers who had been qualified longer were more confident about teaching mathematics, English, and religious education while those qualified later were more confident about teaching science and technology; low confidence was associated with various factors including disliking science in their own schooling, inadequate initial training, little in-service help, and insufficient resources and support to cope with the practical difficulties; and those teachers who had studied some science in secondary school had a better understanding of science ideas. Contains 53 references and the survey instrument. (JRH)

ED 392 611   SE 057 775

Skinner, Roy
Authentic Assessment: Projects for the Future.
PUB DATE- 25 Sep 95
NOTE- 11p.; Paper presented at the CONASTA 44 Conference (Brisbane, Queensland, Australia, September 9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Constructivism (Learning); Evaluation; Foreign Countries; Investigations; Learning Strategies; Problem Solving; *Science Experiments; *Science Process Skills; Science Projects; *Scientific Methodology; Secondary Education
IDENTIFIERS- Alternative Assessment; Australia; *Authentic Assessment

The focus on practical investigations in the National Curriculum is seen to be important if students are to attain a connoisseurship in science experimentation. The chain of processes involved in doing real science involves: non-linear thinking; creative flair; and critical evaluation within an authentic setting. The research presented in this paper focuses on authentic, open-ended practical project work and reports on the cognitive and affective growth produced through such student-centered contexts. It is argued that by allowing students, themselves, to choose a personally meaningful, real-world problem around which to structure the science investigation, total ownership can be induced with internal locus of control over the problem-solving and learning. It is concluded that project work can act as a remediation intervention for producing science task competency. Contains 38 references. (Author)

ED 392 612   SE 057 785

White, Larry
Energy: Simple Experiments for Young Scientists.
PUB DATE- 95
NOTE- 48p.; For related documents, see SE 057 786-788. Illustratedy by Laurie Hamilton.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)

Hispanic students improved more than that of Whites, although the gap is still substantial. Among the findings in the area of content and instruction, the study found that enrollments, especially minority and female students, in science and mathematics have risen dramatically. In the area of teacher preparation and supply, the study found that three-fifths of secondary teachers with a main assignment in mathematics had a college major in math or mathematics education. In the area of conditions and context for teaching, it was found that the average public school spent only $50 on science software and $100 on mathematics software in 1993-94. Appendixes provide detailed data and information by state. (MKR/AA)

ED 392 634 SE 057 951

Khan, Shirley Ali; Parkin, Christopher
Environmental Education throughout FE. 1: Policy and Strategy. FEDA Paper.
PUB DATE- 95
NOTE- 35p.; For part 2, see SE 058 056.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; Conservation (Environment); *Curriculum Development; Educational Strategies; Environmental Education; Foreign Countries; *Natural Resources
IDENTIFIERS- England; Further Education Unit (England)

In 1992 the Further Education Unit (FEU) published a guide to environmental action in Further Education colleges, "Colleges Going Green," that drew attention to the moral principle of sustainability that includes a duty of care for other people and forms of life and acknowledges the need to limit and to share the use of the earth's resources. This document is the first of two reports to update "Colleges Going Green." This report is aimed at all participants in further education curriculum development, including college management groups, course leaders, and teachers. It reports relevant national policy developments and initiatives and identifies approaches to developing the environmental dimension to the curriculum corresponding to the different levels of commitment to environmental responsibility. It also illustrates methods of delivering environmental education from examples sent by colleges in response to a circular letter from FEU and gives indicators for evaluating institutional and curriculum practice. Contains 21 references. (JRH)

ED 392 635 SE 057 956

Roth, Charles E. Ed.
Benchmarks on the Way to Environmental Literacy K-12.
PUB DATE- Jan 96
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Interdisciplinary Approach; *Scientific Literacy; Standards

The goal of environmental education is to develop an environmentally literate citizenry, thus environmental education focuses on empowering individuals to deal effectively with positive and negative relationships between people and

ED 392 657 SO 025 327

Anderson, Dean Philip
Improving Parent Advocacy and Participation for More Successful Arts Education Programming in High School Choral Music through Political Involvement.
PUB DATE- 94
NOTE- 43p.; Ed.D Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Boards of Education; Budgeting; Choral Music; Classroom Techniques; *Community Involvement; Concerts; Curriculum Enrichment; Curriculum Evaluation; Educational Improvement; *Extracurricular Activities; Fund Raising; High Schools; *Lobbying; *Music Activities; *Music Education; *Parent Teacher Cooperation; Partnerships in Education; Politics; Relevance (Education); Singing; Supplementary Education; Theater Arts

This practicum was designed to empower a parents' organization through a unified effort. Primary goals for the parents' group were set. One objective was to defeat a small circle of politically astute students in the high school choir. In the previous year, those adversaries successfully influenced the school board on a parents' proposal for the choir. The director of the choir outlined areas of participation for the parents that included: (1) lobbying, networking and leadership skills; (2) budget knowledge and fund raising; (3) attendance at school board meetings and school activities; (4) assistance in concert and tour arrangements; and (5) daily assistance at the school. Parents advocacy increased from 40 hours per month from the previous year to 282 hours per month during the practicum implementation. The parents became exceptionally active and were successful in reaching their goals that included approval of the high school choir to attend a national choral competition at the Kennedy Center of the Performing Arts in Washington, D.C. where the choir was placed in the top portion of the nationally ranked choirs. (DE)

ED 392 658 SO 025 351

Barrett, Terry, Ed.; Clark, Gilbert, Ed.
Lessons for Teaching Art Criticism.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Art Criticism; *Art Education; Critical Viewing; Discipline Based Art Education; Elementary Secondary Education; Visual Arts

This collection of lessons is meant to be a practical guide to help teachers engage children in art criticism. The lessons generally follow a similar format. Most suggest an age group but may be modified for use with younger or older students. Several authors suggest variations and extensions for lessons that include studio activities. A broad range of topics is

EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Citizen Participation; Citizenship Education; Civics; Civil Rights; Constitutional History; *Constitutional Law; Elementary Secondary Education; Government (Administrative Body); Governmental Structure; Government Role; *Justice; Juvenile Justice; *Law Related Education; Political Science; Social Problems

This paper describes the activities of the Youth for Justice programs nationwide. Youth for Justice is a unique national initiative that uses the power of active learning about the law to build upon the vitality of young people and to address the risks of being young in American society today. Youth for Justice involves young people in law-related education programs that address national problems, particularly violence by and against youth. Youth for Justice's five cooperating national organizations--American Bar Association Special Committee on Youth Education for Citizenship, Center for Civic Education, Constitutional Rights Foundation, National Institute for Citizen Education in the Law, and Phi Alpha Delta Public Service Center--support a national network of state and local leaders representing every state. Youth for Justice builds partnerships among legal, educational, governmental, and community groups to initiate and strengthen law-related education programs. Law-related education is an important part of schools throughout the United States. The report includes state-by-state summaries by law-related education initiatives, along with tables and graphs to present relevant data. (EH)

ED 392 680 SO 025 701

Fischer, Max W.
Geography Simulations.
PUB DATE- 95
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Active Learning; Elementary Education; Environment; Geographic Concepts; Geographic Location; *Geographic Regions; *Geography; *Geography Instruction; Global Education; Human Geography; Maps; Map Skills; *Simulation; *Social Studies; Student Participation

This guide provides activities that have pupils actively involved, obtaining knowledge through cognitive, affective, or kinesthetic approaches to learning. The book is divided into three sections. Section 1, "Map Skills--Physical and Political Features", includes simulations, simulated review games, and problem-solving dilemmas to employ the use of map skills and enhance understanding of the physical and political features of the world. Section 2, "Humanity and the Environment," provides simulations, situations, and activities that demonstrate how humans interact with the geographic environment, with students at the center of active situations that call for participation. Section 3, "Regional Interaction," involves students in critical thinking so they can identify some of the interconnecting relationships that exist among the peoples of the planet. (EH)

ED 392 681 SO 025 706

Burke, Betty
Celebrate Our Similarities, Primary.

this guide. The middle school unit focuses on propaganda and its uses in discrimination. The junior high school U.S. history unit provides an overview of discrimination in the United States and Europe in the first half of the 20th century and the Holocaust. The senior high school world history unit studies the rise of Nazism and the Holocaust. The senior high school U.S. history unit expands the study with an in-depth examination of the Holocaust. Resource materials are cited for further study. (EH)

ED 392 703 SO 025 881

Thumbs Down. A Classroom Response to Violence towards Women = Pouce. La prevention en milieu scolaire de la violence faite aux femmes.
PUB DATE- Nov 90
NOTE- 54p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Antisocial Behavior; *Battered Women; Crime; Elementary Secondary Education; *Family Violence; *Females; Foreign Countries; *Victims of Crime; *Violence; Womens Studies
IDENTIFIERS- Canada

This booklet is designed to encourage age-appropriate classroom discussion and activities aimed at deterring violence against women. Teachers can address violence as an issue that touches the lives of teachers and students. Domestic violence against women cuts across socioeconomic, ethnic and cultural groups. Topics addressed by grade level include: (1) "People aren't for hitting" (JK-3); (2) "Sometimes we hurt the ones we love" (grades 4-6); (3) "Bridging the gap" (grades 7-9); and (4) "It's a crime" (grades 10-12). A supplementary related article, "The Omitted Reality: Teaching Children Who Witness Family Violence" (Pat J. Kincaid), provides statistics on reported violent episodes and information about breaking the cycle of violence. Fact sheets on dating violence and wife abuse, resources bibliographies, and anti-violence declarations are included. (EH)

ED 392 704 SO 025 882

Peterson, Burnell
East Meets West--Two Different Approaches to Progress and the Use of the Earth's Resources.
PUB DATE- Oct 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Asian Studies; *Buddhism; Environment; Environmental Influences; *Geography; Non Western Civilization; *Philosophy; Religion Studies; Religious Cultural Groups; *Taoism; *Western Civilization; *World History

This unit focuses on differing attitudes toward the environment and the philosophies from which those attitudes developed. After finishing this unit, students will: (1) gain an understanding of the concept of "world view"; (2) trace the historical events that created the Western world view; (3) explain the relationship between world view and the

NOTE- 19p.; For other booklets in the series, see SO 026 058-060.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; *Citizenship; *Community Cooperation; Community Programs; *Community Services; School Community Relationship; Secondary Education; *Service Learning; *Social Responsibility; Social Studies; Urban Improvement

This handbook accompanies a videotape that shows teenagers stressing community involvement, motivation, and rewards of community action. The booklet is to assist agencies and schools in developing coalitions for youth engaged in community service, to help build better citizens and healthier communities. The booklet is divided into: (1) "Introduction"; (2) "Four Young People Making a Difference"; (3) "Categories of Youth Service"; (4) "Five Critical Elements of Thoughtful Service"; (5) "Benefits and Challenges"; (6) "Getting Started"; (7) "Here, There, and Everywhere"; (8) "Developmental Stages of Youth"; (9) "Communicating With Youth"; (10) "One Last Word"; and (11) "Resources." (EH)

ED 392 729 SO 026 058

Today's Heroes in the Classroom: Linking Service with Learning.
SPONS. AGENCY- Hitachi Foundation, Washington, DC.
PUB DATE- 90
NOTE- 19p.; For other booklets in the series, see SO 026 057-060.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; *Citizenship; *Community Cooperation; Community Programs; *Community Services; School Community Relationship; Secondary Education; *Service Learning; *Social Responsibility; Social Studies; Urban Improvement

This handbook accompanies a videotape which shows teenagers stressing community involvement, motivation and the rewards of community action. The booklet is to assist agencies and schools in developing coalitions for youth engaged in community service, to help build better citizens and healthier communities. The booklet is divided into: (1) "Introduction"; (2) "Four Young People Making a Difference"; (3) "So What Is Service Learning?"; (4) "Core Elements of Effective Service-Learning Projects"; (5) "Service-Learning: What It Looks Like"; (6) "Suggestions for Educators: Using Today's Heroes in the Classroom"; and (7) "Resources." (EH)

ED 392 730 SO 026 059

Pivotal Force: The Power of Youth Allies.
SPONS. AGENCY- Hitachi Foundation, Washington, DC.
PUB DATE- 90
NOTE- 31p.; For other booklets in the series, see SO 026 057-060.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

education and physical education, or offering a major and minor emphasis in both health and physical education. Focus group interview questions and survey questionnaires are included in appendices. (ND)

ED 392 749 SP 036 485

Feiman-Nemser, Sharon; Remillard, Janine
Perspectives on Learning To Teach. Issue Paper 95-3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Teachers; Beliefs; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; *Learning Strategies; *Preservice Teacher Education; *Teacher Attitudes; *Teacher Competencies; Teacher Education Curriculum; Teacher Educator Education; Teacher Educators; Teacher Qualifications
IDENTIFIERS- Preservice Teachers

This paper looks at issues subsumed by the phrase "learning to teach" that have implications for the design and conduct of teacher education. The first section lays out a temporal perspective by examining the times and places of learning to teach. The second section brings together disparate strands of research on the learners of teaching, looking at who prospective teachers are, orientations to learning, experience with diversity, and prospective teachers' beliefs about teaching and learning, subject matter, students, and preservice and beginning teachers. The third section examines different ways people have conceptualized the content of learning to teach, including domains of professional knowledge, the tasks of teaching, professional standards, and lessons for teacher educators. The fourth section discusses processes and opportunities in learning to teach. By presenting ideas about the when/where, who, what and how of learning to teach, the study hopes to raise teacher educators' consciousness about a neglected part of the conceptual and practical foundations of their work. (Contains 107 references.) (Author/ND)

ED 392 750 SP 036 486

Deng, Zongyi
Estimating the Reliability of the Teacher Questionnaire Used in the Teacher Education and Learning To Teach (TELT) Study. Technical Series 95-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; *Questionnaires; *Reliability; Research Methodology; *Teacher Attitudes
IDENTIFIERS- LISREL Analysis; Reliability Formulas; *Teacher Education and Learning to Teach Study; *Teacher Knowledge

This paper offers a reliability analysis of the teacher

This manual informs tutors/evaluators and students about the Caribbean Examinations Council's (CXC) school based assessment (SBA) of integrated science skills. It includes directions for the teacher/evaluator and a student activity package. The SBA is done in agricultural science, biology, chemistry, integrated science, and social studies and is designed to give teachers a greater role in the assessment of their students and to widen the range of abilities assessed. The evaluator's handbook describes the purpose and nature of SBA and outlines in detail the skills assessed: manipulation, observation, recording, interpretation, cooperation, and persistence. There is also a discussion of assessment timing (conducted four times in each of the last two years of secondary school), rating guidelines, procedures for conducting the assessment, recording the scores, the use of laboratory notebooks, and suggested activities. The Learner Activity Package includes an introduction to the SBA, a discussion of what scientists do, and a review of the six practical skills that the SBA looks for. The balance of the manual contains instructions for 32 assessment activities (for instance an activity to compare the effect of heat on temperature of water and soil). (JB)

ED 392 768   SP 036 514

Buckley, Helen
The CTTP--An Innovative and Successful Caribbean Project Using Distance Learning.
PUB DATE- 25 Nov 92
NOTE- 16p.; For related documents, see SP 036 511-517.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Adult Learning; Adult Students; College Entrance Examinations; *College Preparation; *Continuing Education; Curriculum Development; *Distance Education; Elementary Education; Elementary School Teachers; English Instruction; Foreign Countries; General Science; Mathematics Instruction; Postsecondary Education; Program Descriptions; Social Studies; *Student Centered Curriculum; Teacher Education Programs
IDENTIFIERS- *Caribbean; West Indies

The Comprehensive Teacher Training Project (CTTP) was an innovative and successful Caribbean project in distance learning designed to assist prospective or untrained teachers to qualify for entry to training colleges, to produce four Caribbean Examinations Council (CXC) "O" level courses, to develop a delivery and distribution system, and to promote the development of distance education in the region and abroad. The project has consistently worked to maintain a learner centered focus. Courses were developed in English, mathematics, social studies, and integrated science. Material in all four courses was print-based with anticipated audio and face-to-face supports. Courses were divided into self-study learning packages called modules made up of several lessons, with each lesson to be completed at one sitting. Based on recent experience, it is estimated that the part-time adult learner should take approximately one to one and one-half years to complete the English course, from one and one-half to two years to complete the Social Studies course, and two years to complete the mathematics and science courses. Internal evaluation of the entire CTTP has been very good to excellent despite various problems. Data on learner characteristics, performance and feedback throughout the field-testing period opportunity to: (1) develop strategies and expand concepts introduced in the children's literature course through authentic teaching situations; (2) learn the problems encountered by children from diverse backgrounds; and (3) reflect on and critique their instructional practices. The study included a total of 88 college students enrolled in 3 children's literature classes during the 1994-95 academic year. The students worked with 149 elementary school students who had been selected for the tutoring program for various reasons, including lack of progress in reading/communication skills, non-supportive home environments, lack of confidence or self-esteem, shyness, and being a non-native English speaker. The goals for the college students were to develop in the child a liking for reading and to enhance the child's self-esteem or self-concept and literacy skills. The teacher education students were overwhelmingly positive about their experience. They were able to establish rapport with children who were from culturally diverse groups; they learned to view children with problems as individuals rather than problems; they became familiar with how schools function and the classroom teacher's difficulty in juggling multiple schedules; they used problem solving skills in selecting materials and teaching strategies; and they developed confidence in their choice of teaching as a profession. Classroom teachers were very positive about the tutoring program and the college students' work, and they identified a number of positive behavior changes in the children. Findings support research on the relationship between self-esteem and learning, the importance of identification and modeling, and the need for authentic learning through school partnerships. (ND)

ED 392 785   SP 036 534

Van Voorhis, Judith L.; DeMarie-Dreblow, Darlene
An Interdisciplinary Early Childhood Major at a Four-Year Liberal Arts College: A Quest for Quality and Communication among Departments.
PUB DATE- Nov 95
NOTE- 16p.; Paper presented at the Annual Conference of the National Association of Early Childhood Teacher Educators (Washington, DC, November 29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Early Childhood Education; *Educational Innovation; Education Majors; Higher Education; *Interdisciplinary Approach; *Knowledge Base for Teaching; *Preservice Teacher Education; Student Interests; Student Motivation; Teacher Education Curriculum; Teacher Educators; Teaching Methods
IDENTIFIERS- *Interdisciplinary Cooperation; Liberal Arts Colleges; *Muskingum College OH

In describing the Early Childhood Interdisciplinary Major at Muskingum College (Ohio), this paper presents a model for small liberal arts colleges to consider in providing training for future early childhood professionals. This interdisciplinary early childhood major draws from departments typically found in many small liberal arts colleges, bringing together the resources and expertise from the departments of business and sociology as well as psychology and education to provide the collaborative foundational core and/or areas of specialization. The three areas of specialization in the program are child

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Citizenship Education; Correlation; Field Tests; *Grade 9; Grade Point Average; High Schools; *High School Students; Identification; *Low Achievement; Mathematics Tests; Middle Schools; *Predictor Variables; Reading Tests; Scores; Sex Differences; Test Results; Writing Tests
IDENTIFIERS- California Achievement Tests; *Ninth Grade Proficiency Test; *Ohio

This study investigated the degree to which it was possible to identify students who were likely to fail the Ohio Ninth Grade Proficiency Test (ONGPT) from data contained in their academic records. The criterion measure was student scores on the Trial Test of the ONGPT, a measure selected because it provided scores that could be correlated, as opposed to the pass/fail scores reported through the ONGPT. The predictor variables were gender, middle school grade point average, educational program, and eighth grade subtest scores on the California Achievement Test (CAT). A sample of 52 students was used to study the feasibility of an expanded study. The results indicate a high correlation between success on the Writing subtest of the ONGPT and scores on the Language portion of the CAT. Reading ONGPT scores correlated with Reading CAT scores, and Mathematics ONGPT scores correlated with Mathematics CAT. The highest predictor for the Citizenship ONGPT was the Mathematics CAT. Relationships between the standardized achievement tests and ONGPT were strong enough to help identify students who need additional assistance to prepare for the ONGPT. (Contains four tables and four references.) (Author/SLD)

ED 392 804   TM 024 356

Francis, Raymond; Hord, Shirley
Designing Scoring Tools for Authentic & Alternative Assessments: A Common Sense Method.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Assessment; *Matrices; Performance Based Assessment; *Scoring; *Student Evaluation; *Test Construction; Test Interpretation
IDENTIFIERS- *Alternative Assessment; *Authentic Assessment; Concerns Based Adoption Model; Innovation Configurations; Scoring Rubrics

The development of a scoring tool to be used with alternative and authentic assessment strategies is discussed, describing the parts of such a tool and the development process. The design is based on the Innovation Configuration (IC) process of the Concerns-Based Adoption Model. To begin, components of the test task are identified. Variations that accomplish the various components are then determined. A quality line is established that sets least desirable variations on the left side of the tool and most desirable variations on the right side. The quality line may be percentages of student accomplishment, or it may be developed from judgment of student work or grade level performance. An IC-rubric (IC-R) is developed from combinations of components and variations for any performance task. Components are listed on the y-axis and variations from least to most desirable (quality line) on the x-axis. An activity for developing and applying an IC-R is included.

though at the larger sample sizes the Mantel-Haenszel and Rasch methods were particularly sensitive at detecting item bias and in high agreement. Reliabilities of the Modified Delta method were generally lower than the others, as were the correlations between Modified Delta and the other indices. The results showed that not until the number of cases in each comparison group reached 1,000 did the reliabilities for any technique approach 0.80. (Contains 5 tables and 22 references. (Author/SLD)

ED 392 824 TM 024 479

Christensen, Carol A.; Bain, John
Processes Involved in Acquisition of Cognitive Skills.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *College Students; *Computer Assisted Instruction; *Encoding (Psychology); Foreign Countries; Higher Education; Simulation; Skill Development; *Teaching Methods; *Thinking Skills
IDENTIFIERS- Knowledge Acquisition; *Procedural Knowledge

Processes involved in the acquisition of cognitive skills were studied through an investigation of the efficacy of initially encoding knowledge of a cognitive skill in either declarative or procedural form. Subjects were 80 university students. The cognitive skill, learning the steps to program a simulated video cassette recorder (VCR), was taught and tested through computer simulation. One group was given the task using declarative cues (stating each step in the sequence) and response demands, and another group was given procedural cues (touching each button in sequence) and response demands. Two other groups were given a combination of cue and response modes. The pattern of significant results suggested that the cognitive skill of programming a simulated VCR was developed most efficiently when subjects were prompted to respond to instruction using the procedures they would eventually be asked to use when performing the task. This supports the argument of D. E. Broadbent that cognitive skills are encoded in procedural form. (Contains 5 tables and 19 references.) (SLD)

ED 392 825 TM 024 480

Stanley, Julian C.
Varieties of Giftedness.
PUB DATE- 20 Apr 95
NOTE- 60p.; Based on an invited address presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; *Academically Gifted; Academic Aptitude; Aptitude Tests; *Children; Elementary Secondary Education; *Evaluation Methods; Exceptional Child Research; *Gifted; Grouping (Instructional Purposes); Intelligence;

as enhancing classroom experience; (4) that most showed a growing responsiveness to community colleges; (5) that virtually all centers reported dissatisfaction with their current financial situation due to cutbacks or elimination of funding so that they must depend on their ability to attract external funding, or cease operation; and (6) that research components of centers appeared inconsistent with national concerns such as distance learning, technology, quality and accountability, and international issues. Includes a list of the 25 centers contacted and their addresses. (Contains 10 references.) (JB)

ED 392 368 HE 028 968

Wolverton, Mimi
A New Alliance: Continuous Quality and Classroom Effectiveness. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.; For the full report, see HE 028 969.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Standards; Classroom Techniques; *College Instruction; Comparative Analysis; Educational Assessment; Educational Quality; Higher Education; *Instructional Effectiveness; Program Descriptions; Student Centered Curriculum; Teamwork
IDENTIFIERS- Benchmarking; *Continuous Quality Improvement; ERIC Digests

This digest discusses the role of continuous quality improvement (CQI) in college classroom effectiveness efforts, particularly specific institutions where sustained CQI programs have affected college classroom practice, these projects' common features, and lingering doubts about CQI. It discusses the general principles and philosophy of CQI and its particular promise in education to make students the focus, classroom effectiveness the concern, and assessment a means to gain feedback for future improvement. It looks in detail at CQI efforts at seven organizations, two within the same institution and analyzes common threads among them such as viewing students as stakeholders, customized faculty development offerings, and financial realignment. The report also addresses lingering misgivings about CQI concerning standardization, benchmarking, customer focus, teams, and quality. (Contains five references.) (JB)

ED 392 369 HE 028 969

Wolverton, Mimi
A New Alliance: Continuous Quality and Classroom Effectiveness. ASHE-ERIC Higher Education Report No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 138p.; For a digest of this report, see HE 028 968.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Standards; Business Administration

(James Eison and Marsha Vanderford); (6) "The Teaching Consultants' Workshop" (Michael A. Kerwin and Judith Rhoads); (7) "Developing Faculty Multicultural Awareness: An Examination of Life Roles and Their Cultural Components" (Joanne E. Cooper and Virgie Chattergy); (8) "Faculty Development's Role in Promoting an Inclusive Community: Addressing Sexual Orientation" (Ann S. Ferren and William W. Geller); (9) "Better Teaching Through Better Evaluation: A Guide for Faculty and Institutions" (Susan Kahn); (10) "Beyond Groups and Cooperation: Building High Performance Learning Teams" (Larry K. Michaelsen et al.); (11) "Creating a 'TQM' Classroom through Cooperative Learning" (Barbara J. Millis); (12) "Faculty Developers as Change Facilitators: The Concerns-Based Adoption Model" (Lynn Evans and Sheila Chauvin); (13) "Helping Faculty Integrate Technology in Research and Teaching: CART at Bridgewater State College" (Terry Anne Vigil et al.); (14) "Teaching the Technology of Teaching: A Faculty Development Program for New Faculty" (Ray Shackelford); (15) "New Trends in Assuring and Assessing the Quality of Educational Provision in British Universities" (George Gordon); (16) "Faculty Development Programs: A Perspective" (Sandra Hellyer and Erwin Boschmann); (17) "Taking the Lead: Faculty Development as Institutional Change Agent" (Kenneth J. Zahorski); (18) "The New Faculty Developer and the Challenge of Change" (Mary Ann Bowman); (19) "Applying for a Faculty Development Position: What Can Our Colleagues Tell Us?" (Erin Porter et al.); and (20) "From Faculty 'Developer' to Faculty Development 'Director': Shifting Perspectives and Strategies" (Marie A. Wunsch). Most papers contain references. (DB)

ED 392 385   HE 029 028

Wadsworth, Emily C., Ed.; And Others
To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development, 1994.
PUB DATE- 94
NOTE- 395p.; Published annually. Issues of this journal have been entered into ERIC out of normal sequence: see ED 325 062-063 (1989-1990), ED 344 537-540 (1985-1988), ED 366 279 (1992), HE 029 025-029 (1982, 1991, 1993-95).
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; *College Faculty; *College Instruction; *Communication (Thought Transfer); Cooperative Learning; Course Organization; Cultural Differences; Ethics; *Faculty Development; *Higher Education; Humor; *Instructional Improvement; Knowledge Base for Teaching; Organizational Development; Student Evaluation; Student Participation; Values
IDENTIFIERS- *Professional Organizational Devel Net High Educ

This annual journal issue contains 24 papers on issues of faculty development, instructional improvement, knowledge and teaching, and communication in higher education. Many of the papers were developed for the annual conference of the Professional and Organizational Development Network in Higher Education (POD). The papers are: (1) "Teaching Improvement Practices: New Perspectives" (W. Alan Wright and M. Carol O'Neil); (2) "Deepening and Broadening the Dialogue About Teaching" (James R. Davis); (3) "Assessment and Values: A New Religion?" (Anita Gandolfo); (4) "Academic Leaders and Faculty Developers: Creating an Institutional Culture that Values Teaching" (Norman D. Aitken and Mary Deane Sorcinelli); (5) "Reclaiming Teaching

ED 392 401 IR 017 687

Wahl, Sharon C.
A Computer-Assisted Instructional Software Program in Mathematical Problem-Solving Skills for Medication Administration for Beginning Baccalaureate Nursing Students at San Jose State University.
PUB DATE- Aug 92
NOTE- 176p.; Ed.D. Dissertation, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Instruction; Higher Education; Individualized Instruction; Instructional Materials; *Mathematics Anxiety; Medical Services; *Nursing Education; *Problem Solving; Student Attitudes; Student Surveys
IDENTIFIERS- *Error Analysis (Mathematics); *Medication; San Jose State University CA

Nursing educators and administrators are concerned about medication errors made by students which jeopardize patient safety. The inability to conceptualize and calculate medication dosages, often related to math anxiety, is implicated in such errors. A computer-assisted instruction (CAI) program is seen as a viable method of allowing students to learn mathematics in a non-threatening, self-paced environment, and this dissertation describes a project aiming to develop a quality CAI software product for beginning baccalaureate nursing students at San Jose State University (SJSU, California). Research methodology involved analyzing data from 196 student surveys and studying errors made by beginning nursing students in 422 dosage and solution exams, evaluating 6 currently available software programs in dosage and solution mathematics, selecting an authoring program and evaluation tools for the new CAI product, and developing and evaluating the prototype. It was discovered that the SJSU students made errors that followed trends mentioned in the literature--namely, not so often computational errors but conceptual ones, especially ones of conversion between measurement systems. The CAI program developed for this project eliminates many flaws discovered in other programs of its kind and meets the suggestions in the literature for decreasing errors and math anxiety. The research ultimately suggested that more related CAI tools be developed, that this particular one be evaluated by larger groups of students, and that research be conducted to evaluate its effectiveness. Appendices include: (1) a sample dosage and solution exam; (2) student data collection form; (3) Gagne problem-solving guide; (4) list of instructional and software design experts; (5) a software evaluation tool; (6) permission for tool use; (7) narrative survey tool; (8) instructional task analysis; (9) instructions for the CAI program installation; (10) student suggestions for the CAI program; (11) dosage and solution software list; (12) sample computer screens; (13) summary of evaluator comments; (14) evaluations from software professionals; and (15) the panel of nursing experts. (Contains 87 references.) (Author/BEW)

ED 392 402 IR 017 693

Hart, Russ A.; Parker, Roger
Technological Challenges: Designing Large Compressed Video and Multimedia Classrooms.

case of Nova Southeastern University (Florida), distance education graduate students in the so-called "National Cluster" are given several days of telecommunications training with particular focus on UNIX commands relevant to electronic mail and the Internet. A study of National Cluster students was begun there to identify degree of growth in their computer expertise, degree of computer use in pursuing their studies, and degree of effect technology use has had on career status and professional or personal interactions. A copy of the survey is appended. (Author/BEW)

ED 392 421 IR 017 712

Kay, Robin H.
Identifying Effective Knowledge Building Activities for Learning Computer Software.
PUB DATE- 95
NOTE- 9p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Cognitive Style; *Computer Software; *Epistemology; Foreign Countries; *Learning Processes; Protocol Analysis; Spreadsheets
IDENTIFIERS- Computer Use; *Knowledge Acquisition

This paper details a study of knowledge-building activities in the domain of computer software. Thirty-six adults--evenly split among beginning, intermediate, and advanced knowledge levels--were videotaped while they attempted to learn a common spreadsheet package. Subjects were asked to think aloud while learning. Each knowledge building activity was given a score based on how much was learned and how much time was gained or lost. Tabulations revealed that directed search, trial and error, and careful observation had the strongest impact on learning; pace of learning and systematic testing had a more moderate effect. From these results, a list is drawn of suggestions for educators who are trying to learn software, including making searches for help more focused instead of wasting time with frantic random keystrokes. Three tables summarize the data. (Contains 18 references.) (BEW)

ED 392 422 IR 017 713

Marshall, Gail
Money Isn't Everything: Prospects and Problems in Achieving the Aims of the Computer Revolution.
PUB DATE- 95
NOTE- 6p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Computer Uses in Education; Educational Change; *Educational Technology; Expenditures; *Instructional Innovation; Teaching Methods
IDENTIFIERS- *Barriers to Innovation; Computer Use; *Technology Implementation

Researchers claim that the computer revolution has fizzled in many school districts; less than half of America's teachers use computers. This paper asserts that funding or its lack is not enough to make or break technology implementation. Factors like multimedia documents is also useful for usability evaluation. Three figures illustrate components of an MMT. (AEF)

ED 392 441 IR 017 732

Barr, John
Worlds: A Constructionist Project for Second Grade Students.
PUB DATE- 95
NOTE- 7p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Computer Uses in Education; *Constructivism (Learning); Elementary Education; *Experiential Learning; *Grade 2; Holistic Approach; Learner Controlled Instruction; *Programming; *Student Projects
IDENTIFIERS- *HyperCard; *HyperTalk

Constructionist learning is characterized by three principles: "learning-by-making," "holistic learning," and a freedom to choose learning styles. This paper describes a project with second grade homeschooling students that tested the feasibility of using HyperCard as a medium for constructionist learning. The "worlds" project took 6 weeks. The first 2 weeks were spent learning the basics of HyperCard/HyperTalk language and developing a simple prototype world. In the second phase of the project, students designed and created a world based on some subject they were studying. Two examples are described which demonstrate that students can successfully program in the HyperCard/HyperTalk environment to create stacks that mimic various worlds. The project demonstrated that constructionist ideas can be applied successfully in early education and that the HyperCard environment nourished student design styles. (Contains seven references.) (AEF)

ED 392 442 IR 017 734

Heaviside, Sheila; And Others
Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, 1995. E.D. Tabs.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 96
NOTE- 63p.; For a related report, see ED 378 959.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Computer Uses in Education; *Educational Equipment; Educational Planning; Elementary Secondary Education; *Information Networks; Information Services; Information Technology; Internet; *Public Schools; Surveys; Tables (Data); *Telecommunications
IDENTIFIERS- Wide Area Networks

In response to the federal goal to connect all of the nation's school classrooms, libraries, hospitals, and law enforcement agencies to the information superhighway, the U.S. Department of Education commissioned a survey to obtain current data to compare with baseline data (obtained in 1994) on the status of advanced telecommunications in public elementary and secondary schools. Data was gathered in the fall of 1995 from a nationally representative sample of 917 schools regarding the types and location of advanced telecommunications equipment;

ED 392 462 IR 055 848

Collection Development Plan.
PUB DATE- 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Interlibrary Loans; *Law Libraries; *Library Collection Development; Library Material Selection; *Library Planning; *Library Policy; Library Standards; Preservation
IDENTIFIERS- *Minnesota

This collection development plan of the Minnesota State Law Library includes detailed information on policies and annotations. After an overview of the Library's collection, general policy guidelines on the following are discussed: material selection; principles of selection; exclusions; gifts; interlibrary loan; cooperation; replacements; duplication; electronic resources; preservation; weeding and storage; and standards. Policies on special collection areas are also identified. Annotations provide examinations and assessments of the Library's collection. In outline form, the following major areas are evaluated for what the Library should have and does have, as well as for other considerations: administrative decisions and regulations; attorney general opinions; citators; constitutions; court reports and rules; dictionaries and encyclopedias; digests of case law; directories; form books; government documents; judicial administrative reports; legislative journals and studies; looseleaf services; newspapers; periodicals; practice manuals and procedural forms; session laws and statutes; standards; treaties; treatises and subject materials; and uniform laws and model acts. Appendices include the Minnesota State Law Library mission statement, retention of titles in retired collections and storage, the American Association of Law Libraries Appellate Court Library Standards, and the American Library Association Library Bill of Rights. (AEF)

ED 392 463 IR 055 849

Eisenberg, Michael B.; Johnson, Doug
Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Information; Assignments; *Computer Literacy; Content Area Reading; *Course Integrated Library Instruction; Elementary Secondary Education; Evaluation; *Information Literacy; Information Seeking; *Information Skills; Integrated Activities; *Problem Solving; *Skill Development
IDENTIFIERS- ERIC Digests

Over the past 20 years, library media professionals have worked to move from teaching isolated library skills to teaching instructor's handbook, materials describing effective teaching methods, a master course outline, and copies of textbooks, while orientation sessions will be offered and a mentor assigned to each adjunct. The section also lists development activities, such as an adjunct newsletter, participation on institutional committees, and funding for travel to development events. The final two sections address the evaluation of adjuncts, indicating that adjuncts are evaluated on a 3-year cycle using the standardized Student Instructional Report, and the services, materials, and opportunities provided to adjunct professors by the college. Contains 10 references. A chart of adjunct recognition initiatives is appended. (BCY)

ED 392 481 JC 960 142

Olesen, Richard; Bloor, Earl
How To Run Profit-Generating Training Centers in Smaller Communities.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; Computer Centers; *Educational Finance; *Education Service Centers; *Extension Education; Foreign Countries; Program Effectiveness; Program Improvement; *School Organization; Skill Centers; Two Year Colleges

At the University College at Cariboo, in British Columbia (Canada), the Extension Services function has been shifted to the college's instructional divisions. This has resulted in new funds for the divisions, as well as greater interaction between Extension staff and regular faculty and, thus, new ideas for Extension courses and programs. One innovative idea stemming from this reorganization is the Cariboo Management Centre (CMC), a center originally established 12 years ago to deliver a provincial certificate program in management skills for supervisors. The CMC keeps costs down by employing trainer-consultants exclusively and relying on small scale direct marketing, while its success has stemmed in part from its flexibility and responsiveness to corporations and other organizations throughout British Columbia. Another innovation is the Computer Access Centre (CAC), a single microlab operation offering a wide range of short computer skills training courses. The CAC employs three full-time instructors in the main site, while in the 3 years since the CAC opened, similar centers have been opened in smaller communities replicating the CAC's methodology. Although the CAC produced a $34,982 loss in 1994-95, this was due to one-time job reclassifications and both the CAC and the CMC have consistently contributed to college surpluses in the past 12 years. Activity reports for both centers for April 1 to December 31, 1995, including extensive tables of courses offered and revenues raised, are appended. (BCY)

ED 392 482 JC 960 143

TJCTA Messenger, September 1994-April 1995.
PUB DATE- 95
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Community Colleges; *Curriculum Development; Educational Planning; *Education Work Relationship; *Employer Attitudes; *Employment Opportunities; Employment Patterns; Employment Potential; *Environmental Education; Job Skills; Occupational Surveys; School Business Relationship; *Tech Prep; Two Year Colleges

IDENTIFIERS- *Merritt College CA

In June 1994, Merritt College, in Oakland, California, conducted a study to determine career employment prospects for high school graduates and community college students in programs in the college's Environmental Sciences (ES) department and tech prep program. A sample of 178 organizations from the environmental industry was developed and divided into the categories of small businesses, large businesses or corporations, non-governmental organizations or advocacy groups, non-advocacy groups, governmental organizations, research organizations, physical plant management, professional and trade societies, and listing organizations. Telephone interviews were completed with individuals at 69% of the organizations, requesting their perceptions of employment trends and needs. In general, responses indicated that there was a growth in and an ongoing demand for community college graduates in environmental industries, especially through internships and affirmative action programs. Larger government and private sector companies, however, reported less growth than smaller agencies and businesses. Job skills needed by graduates that were commonly cited by respondents included interpersonal, public contact, and teamwork abilities, as well as general understanding of technical and scientific principles and familiarity with the tools of the workplace. Recommendations for improving programs in the department include improving articulation and academic advising efforts, updating curricula, restructuring majors into a broader core with specialty options, upgrading facilities, and improving student support and program coordination. Appendixes include a description of ES programs at Merritt College, a curriculum development proposal, a progress report on the development of environmental programs at the college, and sample tech prep course selections. Contains 30 references. (TGI)

ED 392 499 JC 960 163

Freeman, Robin M.; And Others

Environmental Technology Transfer Needs of Bay Area Business and Environmental Consultants.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; Department of Defense, Washington, D.C.

PUB DATE- Sep 95

NOTE- 21p.; For a related document on employment for environmental graduates, see JC 960 162; appendixes 3, 6, and 8-12 contain confidential materials from survey respondents and are not included in the report.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; Compliance (Legal); Educational Needs; Employer Attitudes; Environmental Standards; *Environmental Technicians; Hazardous Materials; *Job Training; *Needs Assessment; *School Business Relationship; *Technical Education; Two Year Colleges; Waste Disposal; Workshops

IDENTIFIERS- *Contract Training; Merritt College CA; *Training Needs

In 1995, Merritt College, in Oakland, California, conducted caregivers and parents. The chapters consider the following questions: (1) "What Is Curriculum?" attempts to come up with a working definition of curriculum for infants and toddlers; (2) "What Kind of Curriculum Should We Use?" asserts that play is the primary teaching method; (3) "What Will the Children Learn?" includes a discussion of physical-motor development, cognitive and language development, and social and emotional development; (4) "What Kinds of Discipline Will We Use?"; and (5) "How Do We Measure the Child's Development?" includes running records, time samples, developmental checklists, and formal measures. A reproducible letter to parents concerning parent participation and understanding of the child care program is included, as is a list of nine teacher resources. (BGC)

ED 392 516 PS 023 789

Building Bridges: International Collaboration in the 1990s: The Warwick International Early Years Conference (1st, Warwick, England, United Kingdom, 1993). Abstracts.
PUB DATE- Mar 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; Child Development; Community Development; Computer Uses in Education; Cross Cultural Studies; *Curriculum Development; *Early Childhood Education; Early Experience; Foreign Countries; *Interpersonal Relationship; Learning Strategies; Parent Child Relationship; Parent Participation; *Play; Preschool Curriculum; Program Descriptions; School Readiness; Student Adjustment; *Teaching (Occupation); Young Children
IDENTIFIERS- Early Childhood Development Programs; Froebel (Friedrich)

This document contains abstracts of 46 presentations from the first Warwick International Early Years Conference. Presentations included discussions of research studies, program descriptions, and opinion papers on a variety of topics pertaining to child development and early childhood education. Topics covered include: (1) cross-cultural comparisons of early years programs; (2) early childhood communicative competence; (3) EDUCARE programs; (4) adolescent mothers; (5) play; (6) parent child relationships; (7) early childhood program evaluation; (8) early childhood teacher concerns; (9) computers in early childhood classes; (10) adjustment to school; (11) child interactions and interpersonal relationships; and (12) early years curriculum. (AP)

ED 392 517 PS 023 821

Cummings, William K.; Dall, Frank P.
Implementing Quality Primary Education for Countries in Transition.
PUB DATE- 95
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Community Involvement; Early Childhood Education; Educational Objectives; Elementary Education; *Equal Education; Females; Foreign Countries; Global Approach; Literacy; Needs Assessment; Outcomes of Education; Womens Education

Liegeois); (5) "Children of Immigrants" (Paolo Chiozzi); (6) "Different Equalities: Intercultural Education in Italy" (Donato Lodi); (7) "Panel 2--The Monitoring Process and the Case of Indigenous Children"; (8) "Education and the Indigenous Peoples of Latin America" (Lucia D'Emilio); and (9) "The Children of Indigenous Peoples in Latin America: The Intercultural Conflict" (Jose Matos Mar). An appendix lists participants at the 1994 meeting and describes essay contributors. (BGC).

ED 392 535 PS 023 980

Parker, Judith
Understanding Grief & Loss.
PUB DATE- Dec 95
NOTE- 21p.
LANGUAFE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Adults; Affective Behavior; Books; Caregiver Role; *Childhood Needs; Children; Childrens Literature; *Coping; Cultural Awareness; *Death; Early Childhood Education; Emotional Adjustment; Emotional Response; Foreign Countries; *Grief
IDENTIFIERS- *Bereavement; *Loss

Although death is the one certainty in life, death or the grieving process is rarely discussed. Grief includes physical, emotional, spiritual, and psychological reactions to loss, and is not limited to feelings about death. Grief can be the response to loss of home or country, separation or displacement, and changes resulting from new life stages. This issue of the ACEA Resource series gives practical information for Australian early childhood workers in helping children cope with grief, death, and loss. Definitions are given for loss, grief, and bereavement. Topics covered include: (1) the adult perspective; (2) the child's perspective; (3) how to talk to a child about death; (4) predictable and normal reactions to death; (5) the death of a sibling; (6) the chronically ill child; (7) the loss of a pet; (8) cultural influences on grief, asserting the importance of understanding different traditions associated with loss and grief; (9) the early childhood educator's responsibilities, including recognizing feelings, explaining clearly what has happened, monitoring vulnerable children and adults, and establishing an ongoing program that acknowledges the need to grieve; and (10) books for children dealing with loss, death, and grief. Contains 17 references. (BGC)

ED 392 536 PS 024 018

McAdams, Richard P.
Lessons from Abroad: How Other Countries Educate Their Children.
PUB DATE- 93
NOTE- 354p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Comparative Education; *Cross Cultural Studies; Cultural Influences; Educational Assessment; *Educational Change; Educational Environment; Educational

document includes four appendices which present a sample of the questionnaires and responses used to develop the book, samples of curriculum webs which integrate war play, examples of record keeping forms for lessons involving war play, and an annotated list of organizations dealing with peace education and war toy issues. (Contains 84 references.) (JW)

ED 392 553 PS 024 061

George, Yvetta; And Others
Effect of Peaceful Solutions Peer Mediation Training on Knowledge and Skills of Elementary Students.
PUB DATE- Nov 95
NOTE- 15p.; Paper presented during a training session at the Annual Conference of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Conflict Resolution; Elementary Education; *Elementary School Students; Interpersonal Relationship; Program Effectiveness; Prosocial Behavior; *Self Efficacy; Sex Differences; Socioeconomic Status
IDENTIFIERS- Peace Education; *Peer Mediation

Using the Peaceful Solutions Peer Mediation Training Program, a study sought to understand self-efficacy as it relates to conflict resolution, and the effects of sex and socioeconomic status on training in conflict resolution. Two trained adult mediators conducted 13.5 hours of training at each of 7 elementary schools. Each training group had between 26 and [illegible] students. Results showed that children participating in the training increased their peer mediation vocabulary and knowledge, and developed a greater sense of self-efficacy. Results on differences between girls and boys in this area, as they interact with SES, were inconclusive. (JW)

ED 392 554 PS 024 062

Hawkes, Brent B.
Locus of Control in Early Childhood Education: Where Did We Come From? Where Are We Now"? Where Might We Go from Here?
PUB DATE- Nov 95
NOTE- 23p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attribution Theory; Cognitive Development; *Early Childhood Education; Evaluation; Individual Power; *Locus of Control; Modeling (Psychology); *Motivation; Responsibility; Self Concept; Self Esteem; Young Children

This document is a literature review discussing research on locus of control, particularly as it relates to early childhood education. Some measures of children's sense of locus of control are discussed, including the Optimism-Pessimism Test Instrument and the Stanford Preschool Internal-External Scale. A discussion of how an educator's sense of control affects his or her teaching abilities and interactions with children is included. Factors which inhibit the assessment of children's sense of locus of control are detailed, including: (1) lack of development of children's vocabulary and communication skills;

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Teachers; Educational Facilities; Educational History; Educational Objectives; *Educational Practices; Educational Principles; Elementary Secondary Education; Lesson Plans; Noninstructional Responsibility; *One Teacher Schools; *Preservice Teacher Education; Rural Education; *Rural Schools; Student Development; Teacher Characteristics; *Teacher Role; Teaching Methods

Written in 1936, this book overviews the guiding objectives, essential principles of school practices, and general teaching procedures of rural education. The book served not only as a reference concerning the many problems of rural teaching, but also was used as a textbook for preparing rural school teachers. Part 1 overviews problems of rural school management and includes the following chapters: (1) present-day problems in rural education; (2) a good beginning for the young teacher; (3) personality, an essential for success; (4) teacher health, a vital prerequisite; (5) social and business relations of the teacher; (6) equipment and care of the rural schoolhouse; (7) heating and ventilating the one-room building; (8) supervised and unsupervised play; (9) curriculum, classification, and class programs; (10) problems relating to control; (11) a better and a socialized noonday meal; (12) parent and teacher working together; (13) guidance in participating citizenship; and (14) rural social-civic meetings. Part 2 overviews problems of teaching and learning and includes the following chapters: (1) elementary ideas about human behavior; (2) how we learn; (3) motivation through problems and projects; (4) providing for individual differences; (5) unit plan of teaching and learning; (6) the activity program in the rural school; (7) directing study activities in the rural school; (8) recitation objectives and practices; (9) principles and procedures of character education; (10) health activities in the rural school; (11) measuring mentality and achievement; and (12) problems of testing and examination. Each chapter includes discussion questions and a list of additional readings. Appendices include listings of professional books for elementary teachers, encyclopedias, teaching-learning unit materials, and a suggested daily program for one-teacher schools in Pennsylvania with explanatory notes. Includes an index and photographs. (LP)

ED 392 571 RC 020 453

Salant, Priscilla; Waller, Anita J.
Guide to Rural Data. Revised Edition.
PUB DATE- 95
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Study; Counties; Demography; Information Seeking; *Information Sources; Local Government; *Nonmetropolitan Areas; *Public Agencies; Rural Areas; *Rural Economics; Rural Education; *Rural Population; *Statistical Data
IDENTIFIERS- Bureau of the Census

This book aims to acquaint researchers, primarily in local organizations, with data they can use to describe and better understand rural communities. Chapter 1 describes a few basic data concepts for readers who are not experienced data users. Chapter 2 provides an overview of major data sources that can be used to describe rural communities, including the Census

Attitudes; Rural Schools; *Rural Youth; Socioeconomic Status; Student Attitudes
IDENTIFIERS- *Appalachia; Human Capital Theory

This paper examines the incentive structures in rural communities that encourage or discourage the accumulation of human capital. This is done by identifying the factors that influence educational performance in four school districts in rural Appalachian Virginia and Kentucky. A review of human capital theory, models, and functions generated six hypotheses concerning the relationships of youth valuation of education to parent attitudes, perceived availability of local employment opportunities, willingness to migrate, educational performance, and educational and occupational aspirations. Data were derived from student records, surveys of high school seniors and dropouts in 12 high schools, and interviews with their parents. The results suggest that the value that youths place on education is influenced by local job opportunities and, to a lesser extent, by willingness to leave the local community to find employment, parents' valuation of education, and family socioeconomic conditions. The results also show that youth valuation of education and socioeconomic background influence educational performance and educational and occupational aspirations. Implications for rural community development are discussed. Contains 25 references. (SV)

ED 392 588 RC 020 488

Technology in Education. IDRA Focus.
PUB DATE- Nov 95
NOTE- 21p.; Photographs and illustrations may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Educational Improvement; Educational Technology; Electronic Mail; Elementary Secondary Education; *Equal Education; Hispanic Americans; *Minority Groups; *Parent Participation; *Teacher Role
IDENTIFIERS- *Access to Computers; *Role of Technology

This theme issue includes four articles on the effective use of computers and electronic technology in education, and on equitable access to educational technologies for Hispanics and other minority groups. "Teachers and Instructional Technology: Wise or Foolish Choices" (Laura Chris Green) describes three unproductive roles for computer technology--babysitter, entertainer, and drill sergeant--and discusses how computers can help teachers to become architects that integrate learning and muses that inspire creative thinking and active learning. "Assessing Technology's Role in Education: A Vision of the Possible" (Josie Danini Supik) discusses technology's potential to tap the talents and strengths of all children, and to provide anonymous links between persons that are based on common concerns. "Access to Educational Technology: What's Going On?" (Bradley Scott) reports that access to computers is relatively inadequate in schools serving poor and minority children, and describes programs in which improving access in such schools has had positive effects on student achievement. "Parents Networking with Parents: Familias y la Red Electronica" (Aurelio M. Montemayor, Abel Carmona) describes a project to introduce Mexican American parents to computer E-mail in order to improve their participation as first teachers of their children, as educational resources, as educational decision makers, and as trainers of other parents. Includes a

DESCRIPTORS- Elementary Education; *Energy; *Energy Education;
Science Activities; *Science Experiments; Scientific Concepts

This book contains simple experiments through which students can learn about the properties of energy. These experiments include making a kitchen "volcano," a soda-pop "cannon," and a puffed-rice "scooter." Topics include: energy and work, fossil fuels, solar energy, kinetic energy, potential energy, mechanical energy, heat energy, sound energy, electric energy, and atomic energy. (JRH)

ED 392 613 SE 057 786

White, Larry
Air: Simple Experiments for Young Scientists.
PUB DATE- 95
NOTE- 48p.; For related documents, see SE 057 785 and SE 057 787-788. Illustrated by Laurie Hamilton.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- *Air Flow; Air Pollution; Elementary Education; Meteorology; Science Activities; *Science Experiments; Weather
IDENTIFIERS- *Atmospheres

This book contains simple experiments through which students explore air and its properties. Some of the topics discussed include alternative energy, bacteria, carbon dioxide, motion, weather, and flight. Experiments include: blowing a balloon up in a bottle; seeing air in water; making a lunch-bag kite, weather vanes, and paper glider; windcasting experiment; and forecasting weather. (JRH)

ED 392 614 SE 057 787

White, Larry
Water: Simple Experiments for Young Scientists.
PUB DATE- 95
NOTE- 48p.; For related documents, see SE 057 785-786 and SE 057 788. Illustrated by Laurie Hamilton.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Elementary Education; Environmental Education; Science Activities; *Science Experiments; *Water; *Water Resources; Water Treatment

This book contains simple experiments and projects through which students can learn about water and its properties. Some of the topics discussed include acid rain, dehydration, distillation, electrons, tidal waves, and the water cycle. Experiments include: finding out about the amount of water in the body; why there is water in the body; how to take water from a potato; density; water purification; how many drops of water fit on a penny; surface tension; and modeling a whirlpool. (JRH)

ED 392 615 SE 057 788

White, Larry
Gravity: Simple Experiments for Young Scientists.
PUB DATE- 95
NOTE- 48p.; For related documents, see SE 057 785-787. Illustrated by Laurie Hamilton.

their environments. In 1993, the Secretaries Advisory Group on Environmental Education (SAGEE) subcommittee on environmental literacy developed its environmental literacy benchmarks project. This document is the result of deliberations of the project over the following three years. The focus of this initial effort is the K-12 years of schooling and youth groups. The benchmarks in this document are standards established for knowledge, skills, and attitudes that indicate progress toward a mature environmental literacy. They are tools to be used in designing formal and nonformal curricula and programs and are also guidelines for use in developing assessment tools for programs and for marking individual progress. (JRH)

ED 392 636 SE 057 959

Eckelmeyer, Kenneth H., Ed.
Science Education in Our Elementary and Secondary Schools: A Guide for Technical Professionals Who Want To Help.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Demonstrations (Science); Elementary Secondary Education; Hands on Science; Mathematics Education; *School Business Relationship; Science Activities; Science Education; *Technical Education

Across the nation grassroots efforts are springing up in which technical professionals are helping enhance science education. This guide has been prepared to help technical professionals become productively involved in enhancing K-12 science education. It has been prepared by scientists and engineers at Sandia National Laboratories who have been extensively involved in the K-12 science education effort for several years. This guide outlines key principles for conducting effective education outreach activities. Many of these principles are illustrated with examples of activities that proved successful in the Sandia program. This guide is divided into the following sections: (1) Introduction, (2) Science Education: Things You Need to Know Before Getting Involved, (3) Working Effectively With Students, (4) Working Effectively With Teachers, (4) Conducting a Tour of Your Worksite, (5) Sources of Hands-On Science and Math Activity Ideas, and (6) Reader Questionnaire. (JRH)

ED 392 637 SE 057 967

Camp, Carole Ann, Ed.
Invitations to Heredity: Generation to Generation. Teacher-Friendly Science Activities with Reproducible Handouts in English and Spanish. Grades 3-5. Living Things Science Series.
PUB DATE- 95
NOTE- 50p.; For other booklets in the series, see SE 057 968-972.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biochemistry; DNA; Elementary Education; *Genetics;

embraced including popular art, the built and natural environment, multicultural concerns, and formalist and political contemporary museum art. Most of the lessons stress contemporary artifacts. Lessons include: (1) "Creating a Climate for Talking about Art" (Sandra Kay Mims); (2) "A Potpourri of Questions for Criticizing Realistic Paintings" (Karen A. Hamblen); (3) "Constructing Meaning: A Gaming Strategy" (Richard A. Ciganko); (4) "Investigating Criteria for Judgments' (Sally Hagaman; Polly Wolfe); (5) "Collaborative Art Criticism: Not Mine, Not His, Not Hers-But Our Critique!" (Herb Perr); (6) "Criticizing Modern Paintings" (George Geahigan; Verna Yoder); (7) "Interpreting Snake Bird: A Critical Strategy" (Tom Anderson); (8) "Criticizing Advertising: Women, Ads, and Art" (Elizabeth Garber; Roy Pearson); (9) "Criticizing Television: Aesthetic and Cultural Approaches to TV Images" (Rogena M. Degge; Carolyn A. Cochrane); (10) "Experiencing Environments: Criticizing Architecture" (Linda F. Ettinger); (11) "A Place-Based Framework for Criticizing Art" (Doug Blandy; Elizabeth Hoffman); (12) "Baskets: Containers of Culture" (Lorrie Blair); (13) "Interpreting Hmong Storycloths" (Kristin G. Congdon); (14) "Interpreting Paintings Metaphorically: Edward Hopper's House by the Railroad" (Hermine Feinstein); (15) "Interpreting Your World Through Romare Bearden's Windows" (William F. Harris); (16) "Understanding Graffiti Art: Keith Haring's Subway Drawings" (Sydney Walker; Jennifer Cross); (17) "Understanding Conceptual Art: Christo's Wrappings" (Carole W. Arnold; Robert L. Arnold); (18) "Maximizing Minimalism: Connecting with the Art of Anne Truitt" (Renee Sandell; Stacy Bell; Monica McHugh; Charles Wehr); (19) "Criticizing Criticism: Competing Judgments of Leon Golub's Paintings" (Sun-Young Lee); (20) "The Critic as Empathetic Other" (Cynthia Taylor); and (21) "Amy's Crits" (Amy Snider). The anthology concludes with a selection of "Related Resources in the ERIC Database." (MM)

ED 392 659   SO 025 385

UNESCO's Co-operation within the Framework of the Major Project for the Latin American and Caribbean Region: Reference Document PROMEDLAC V Meeting.
PUB DATE- 93
NOTE- 42p.; Background document presented at the Meeting of the Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin American and the Caribbean (5th, Santiago, Chile, June 8-11, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Developing Nations; *Economically Disadvantaged; *Economic Development; Ethnic Groups; *Females; Foreign Countries; *Latin American Culture; *Latin Americans; Minority Groups; Womens Studies
IDENTIFIERS- Caribbean; Central America; South America

This report summarizes UNESCO's co-operation activities within the framework of the Major Project of Education in the field of Education in Latin America and the Caribbean between May 1991 and March 1993. Regional priorities had been established in Quito (Ecuador) in 1991 to focus on: (1) women as protagonists both in family life and economic development; (2) ethnic groups and their participation in global development while preserving their ethnic and cultural characteristics; and (3) disadvantaged children, young people and adults through literacy programs and others to facilitate their increased

PUB DATE- 95
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Active Learning; Activity Units; *Childrens Literature; Cooperation; *Cooperative Learning; *Global Education; Humanities; Integrated Activities; *Interdisciplinary Approach; Intergroup Relations; *Multicultural Education; Primary Education; Social Studies; *Whole Language Approach

This resource book contains a whole-language, extended thematic unit about the ways in which all people are the same. The book includes the following sections: (1) "Everybody Eats Food"; (2) "Everybody Wears Clothes"; (3) "Everybody Needs a Place to Live"; (4) "Everybody Communicates"; (5) "Everybody Uses Transportation"; (6) "Everybody Goes to School"; (7) "Everybody Likes Stories"; (8) "Everybody Has Games and Toys"; (9) "Everybody Listens to Music"; (10) "Everybody Creates with Arts and Crafts"; (11) "Everybody Celebrates Special Days"; and (12) "Everybody Needs a Friend." The thematic unit has bulletin board ideas, planning guides, curriculum connections, suggested literature, writing ideas, group projects, hands-on activities, research topics, a bibliography, and culminating activities. (EH)

ED 392 682 SO 025 762

Sipress, Morton
Computer Software in the Undergraduate Political Science Classroom.
PUB DATE- 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31-September 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Computer Networks; *Computer Software; *Computer Uses in Education; Educational Media; Higher Education; Information Technology; *Political Science; Teaching Methods; Undergraduate Study

This paper reports on student reaction to the use of computer programs in political science courses during 1991-1995 at the University of Wisconsin-Eau Claire. The courses were junior-senior level courses, except for the honors section. Three types of software were used: (1) simulations; (2) Internet materials; and (3) data processing software which produced cross tabulation tables. Specific examples of the software are discussed with usages explained. A questionnaire was used to gather student reactions toward computer software. Students tended to be positive toward computer use. Charts, graphs, specific student comments, and a sample of the questionnaire are included in the paper. (EH)

ED 392 683 SO 025 763

Vital Connections: Young Children, Adults & Music. International Society for Music Education Early Childhood Commission Seminar (Columbus, Missouri, July 11-15, 1994).
PUB DATE- 94

environment; and (4) analyze the Asian philosophies of Taoism and Buddhism as they relate to the environment. The various philosophies have positive perspectives to offer and the students should have the opportunity to discover those points for themselves. A conclusion to the unit could be done effectively by leading students to examine the best points from each with a pro/con chart on the blackboard or overhead using student reactions to create the atmosphere for a lively and positive discussion. An additional evaluation could be assigning a reaction paper with students writing about an attitude or behavior of theirs that reflects the influence of a world view and trying to imagine how this attitude or behavior would be altered if they lived elsewhere in the world. (EH)

ED 392 705 SO 025 884

Flansburg, Sundra; Hanson, Katherine
Legislation for Change: A Case Study of Title IX and the Women's Educational Equity Act Program. Center for Equity and Cultural Diversity Working Paper 3.
PUB DATE- 93
NOTE- 28p.; A version of paper presented at the International Interdisciplinary Congress on Women (5th, San Jose, Costa Rica, February 25, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Civil Rights; Educational Discrimination; *Educational Opportunities; *Females; Feminism; *Sex Discrimination; Social Discrimination; *Womens Education; *Womens Studies
IDENTIFIERS- *Title IX Education Amendments 1972

This paper uses Title IX of the Education Amendments of 1972 as a case study to explore the education field and the impact on civil rights legislation dealing with gender. The U.S. record in gender-equity legislation has been mixed, no doubt due in part to the fact that female representation in U.S. legislative bodies has been among the lowest in the world. Title IX is the most extensive U.S. legislation addressing gender equity in education. With the United States entering its third decade under this regulation, Title IX can provide a good study in what legislation can and cannot do to bring about social change. The paper discusses what Title IX is, its origins and context, successes and failures of Title IX, and points to consider when legislating equity. Contains 21 references. (EH)

ED 392 706 SO 025 885

Feldman, Martin
The Teaching of History in Scottish Schools since 1945: A Progress Report.
PUB DATE- Nov 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Area Studies; Comparative Education; Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; *History; *History Instruction; *National Curriculum; Secondary School Curriculum
IDENTIFIERS- *Scotland

This report examines the teaching of history in Scottish primary (elementary) and secondary schools and sets an agenda for

DESCRIPTORS- *Citizen Participation; *Citizenship; *Community Cooperation; Community Programs; *Community Services; School Community Relationship; Secondary Education; *Service Learning; *Social Responsibility; Social Studies; Urban Improvement

This handbook accompanies a videotape that shows teenagers stressing community involvement, motivation, and the rewards of community action. The booklet is to assist agencies and schools in developing coalitions for youth engaged in community service, to help build better citizens and healthier communities. The booklet is divided into: (1) "Introduction"; (2) "Why Youth Allies Are Key"; (3) "Youth Ally Profile: Evelyn Juliussen, Youth Worker"; (4) "Youth Ally Profile: Jean Burkhart, County Commissioner"; (5) "Voices of Wisdom: Principles of Best Practice"; (6) "Youth Ally Profile: Robert Woolfolk, Pastor"; (7) "Youth Ally Profile: Najma Mazy'at, Youth Engaged in Service Ambassador"; (8) "Building Relationships with Youth: Sample Activities"; (9) "Youth Ally Profile: Yvette Gomez, Community Arts Outreach Coordinator"; (10) "Youth Ally Profile: Romona Safree, First Grade Teacher"; and (11) "Resources." (EH)

ED 392 731 SO 026 060

Helping Young People Become Today's Heroes: Youth Activity and Reflection Sheets.
SPONS. AGENCY- Hitachi Foundation, Washington, DC.
PUB DATE- 90
NOTE- 30p.; For other booklets in the series, see SO 026 057-059.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; *Citizenship; *Community Cooperation; Community Programs; *Community Services; School Community Relationship; Secondary Education; *Service Learning; *Social Responsibility; Social Studies; Urban Improvement

This handbook accompanies a videotape that shows teenagers stressing community involvement, motivation, and the rewards of community action. The booklet is to assist agencies and schools in developing coalitions for youth engaged in community service, to help build better citizens and healthier communities. The booklet is divided into: (1) "Introduction to Youth Activity and Reflection Sheets"; (2) "Tips for Facilitators"; (3) "Acknowledgments"; (4) "So What Do You Think About Service?"; (5) "Reflecting on Today's Heroes (videotape)"; (6) "Who Are Your Heroes?"; (7) "Your Community and You"; (8) "Community Service or Service-Learning?"; (9) "Developing a Service Project Roadmap"; and (10) "Let's Create a Talk Show!" (EH)

ED 392 732 SO 026 062

Tell It To Washington, A Guide for Citizen Action including Congressional Directory 1995-1996.
PUB DATE- Mar 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

questionnaire used in the Teacher Education and Learning to Teach (TELT) Study conducted by the National Center for Research on Teacher Education (NCRTE). Data for the study were collected from 648 teachers and prospective teachers at 11 teacher education program sites throughout the United States. The questionnaire was designed to examine teachers and prospective teachers knowledge and beliefs about writing and mathematics; teaching, learning, and the teacher's role; learning and learners; and context schooling. Factor analysis and Linear Structural Relationship (LISREL) Analysis were used to get information about the reliability of individual items and the composite reliabilities for teacher knowledge and belief indices in the questionnaire. The reliability analysis was conducted on the basis of the dimension and categories of teacher knowledge and beliefs that the TELT study examines. The dimension and categories are summarized in a conceptual map in which items are grouped according to the category of knowledge or belief the investigators intended the item to assess. The knowledge and belief indices are summarized in data tables. (ND)

ED 392 751 SP 036 487

Melnick, Susan L.; Zeichner, Kenneth M.
Teacher Education for Cultural Diversity: Enhancing the Capacity of Teacher Education Institutions To Address Diversity Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cultural Differences; *Educational Strategies; Elementary Secondary Education; Higher Education; Minority Group Teachers; *Multicultural Education; *Preservice Teacher Education; Standards; *Teacher Education Programs
IDENTIFIERS- *Diversity (Student); Ethnic Differences; *National Council for Accreditation of Teacher Educ

This document reports on portions of a study on "Teacher Education for Diversity" in progress since 1990. The overall study includes an ongoing analysis of relevant literature, which has generated a conceptual framework describing the range of existing positions on teacher education for cultural diversity. The study includes the development of three case studies of exemplary programs employing different organizational arrangements and instructional strategies that contravene or compensate for the cultural insularity of teacher education faculty. The specific concern reported in this paper has been to understand the variety of arrangements and strategies currently being used to prepare a predominantly white, monolingual student teaching force to teach poor students of color who have historically been unserved, ill-served, or inappropriately served by traditional teaching practices. Findings of the study are summarized in relation to three dimensions: (1) the problem of selection; (2) the problem of socialization through curriculum and instruction; and (3) the problem of changing the institutional environment of teacher education. Strategies to address these problems include case studies, field experiences, recruitment of minority faculty, staff development for teacher education faculty, and partnerships with colleges or universities and school districts with significant numbers of minority students and faculty. Preliminary findings from the study suggest that although the faculty in the case studies examined can demonstrate immediate has been collected and analyzed for the module revisions process. Of 95 field testing learners who wrote CXC exams in June 1992, 47 passed. In addition to the examination results and feedback from learners, comments indicating satisfaction with the program are summarized in the conclusion. (JB)

ED 392 769 SP 036 515

Buckley, Helen; And Others
An Introductory Study Booklet for OCOD-CTTP Learners.
PUB DATE- 93
NOTE- 59p.; For related documents, see SP 036 511-517.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Students; College Entrance Examinations; *College Preparation; Continuing Education; Delivery Systems; *Distance Education; Elementary Education; Elementary School Teachers; English Instruction; Foreign Countries; General Science; Mathematics Instruction; *Nontraditional Students; Postsecondary Education; Program Content; Program Descriptions; Program Design; Programmed Instructional Materials; Social Studies
IDENTIFIERS- *Caribbean; School Based Evaluation; West Indies

This publication is an overview and guide to the Comprehensive Teacher Training Programme (CTTP), a four-course distance education program of study for untrained Caribbean elementary and primary school teachers designed to prepare them to pass Caribbean Examinations Council (CXC) examinations for entry into teacher training colleges. The program offers courses in English, mathematics, social studies, and integrated science. An opening section describes the program and its format. A section on the lessons describes their content, format, objectives, components such as exercises and assignments, and the school-based assessments for social studies and science. Another section describes the students' learning packages. The next section presents a study flow chart which outlines the steps in the process: material distribution, start-up session, supply purchase, beginning of study, learner checkpoints and self assessments, telephone assistance, end module tests and their scoring and recording, continued study, advice from tutors, and student journals. A section on other activities describes related questionnaires, term tests, audio tapes, and telephone, peer, and face-to-face assistance. Final sections explain testing, sitting for the CXC examinations, CXC grading, and face-to-face sessions. Lists of materials, supplies, and textbooks are included. (JB)

ED 392 770 SP 036 516

Buckley, Helen
Course Completion Survey on the Delivery Process and the Course Content of the OCOD-CTTP Distance Education Project: Learner Survey.
PUB DATE- 93
NOTE- 12p.; For related documents, see SP 036 511-517.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Students; Assignments; College Entrance Examinations; College Preparation; Continuing Education; *Delivery Systems; *Distance Education; Educational Environment; Elementary Education; Elementary School Teachers;

development research, human services preparation, and administration. The impact of the interdisciplinary major is described, as well as strategies for building inter- and intra-department support. Challenges the interdisciplinary major poses include the need to help students develop a cohesive identity as early childhood majors and incorporation of new faculty into the program. Some of the features that make this interdisciplinary major attractive for early childhood teacher educators include: (1) a valuable body of knowledge and expertise is available for students earning a degree in early childhood; (2) an interdisciplinary focus in early childhood uses existing faculty resources; (3) an area of specialization in addition to the core strengthens the major; and (4) areas of specialization which meet the individual student s needs and interests enhance student motivation and commitment. Core requirements, areas of specialization, and electives are listed in appendices. (Contains 11 references.) (ND)

ED 392 786 SP 036 537

Morgan, Jill; And Others
Training Programs for Paraeducators in the United States: A Review of the Literature.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Inservice Teacher Education; *On the Job Training; *Paraprofessional School Personnel; Special Education; Training
IDENTIFIERS- *Behavior Management

Thirty training programs for paraeducators in the United States were identified through a literature search and from information gathered at national conferences. A comparison of program purposes and content revealed that, while motivation for program development may be similar among program developers, there is little apparent consensus on content. From a list of almost 40 training topics identified, topics which occurred most often were "behavior management" and "monitoring, assessment, and evaluation." Research and position papers relating to this topic were also identified. Research items consisted largely of surveys of education personnel regarding suitable topics for paraeducator training. "Behavior" management and "assessment" were again among the most frequently occurring topics, reflecting the changing roles and titles of paraprofessional personnel in education. Reasons for these findings are discussed and suggestions made for future research on this topic. It was also noted that less than 50 percent of states were represented by training programs, research, and/or position papers. (Contains 66 references.) (Author/ND)

ED 392 787 SP 036 539

Kelly, Susan Mansfield; Dietrich, Amy P.
The Influence of Program Structure and Learner Characteristics on Teacher Training Outcomes.
PUB DATE- Nov 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English

(Contains six inserts and four references.) (SLD)

ED 392 805 TM 024 392

Faust, Mark A.; Kieffer, Ronald D.
Portfolio Process: Teachers Exploring Assessment Alternatives. Final Report.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Formative Evaluation; Higher Education; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Qualitative Research; *Secondary School Teachers; *Self Evaluation (Individuals); Student Evaluation; Teacher Evaluation; Teaching Methods
IDENTIFIERS- *Alternative Assessment

This study explored the portfolio evaluation process from the perspectives of teachers using portfolios to evaluate their students and teachers using portfolios of their own to evaluate their teaching. Two university professors, one elementary school teacher, and one secondary school teacher participated, using qualitative research methods. Qualitative research indicated that portfolios provided ways for teachers to reflect on diverse and sometimes conflicting purposes for evaluation. Learners gained self-awareness; and both learners and teachers were able to focus on change in ways that supported learning. Teacher portfolios offered ways for them to model the learning process for students. Findings support the belief that portfolio use can be implemented as a process by which students and teachers construct complex portraits of themselves. Attachments include "Portfolio Process and Teacher Change: Elementary, Middle, and Secondary Teachers Reflect on Their Initial Experiences with Portfolio Evaluation" by Ronald D. Kieffer and Mark A. Faust (in "Multidimensional Aspects of Literacy Research, Theory, and Practice" edited by Charles K. Kinzer and others, published by the National Reading Conference, Inc., 1994) and "Taking It Personally" (from "Portfolio News," v6 n3 Spring 1995) by Mark A. Faust, Ronald D. Kieffer, and Jane Hansen. (SLD)

ED 392 806 TM 024 395

Gilford, Dorothy M., Ed.
A Collaborative Agenda for Improving International Comparative Studies in Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agenda Setting; Comparative Education; *Cooperation; Cross Cultural Studies; *Data Collection; Educational Planning; *Educational Research; Elementary Secondary Education; Information Dissemination; International Education; *International Studies; Policy Formation; Systems Development

Intelligence Quotient; *Mathematics Achievement; Talent;
*Talent Identification
IDENTIFIERS- *Study of Mathematically Precocious Youth

What giftedness really means has been discussed over centuries. This exploration, by a researcher involved in the study of mathematically talented youth, considers that giftedness may take many forms. The construct of general intelligence is probably the most widely studied psychological construct, but it is apparent that the IQ is not an ideal measure to use in grouping school children for instruction in specific subjects, since the IQ is the aggregate of many cognitive abilities. The Study of Mathematically Precocious Youth at Johns Hopkins University is one research project that has attempted to define giftedness in its several domains. Mathematically talented students have been identified at early ages through achievement tests. However, specialists in gifted children research are beginning to look at more subjective ways of evaluating giftedness, consistent with theories of multiple intelligences. In fact, all that can be done for gifted children, however defined, is to provide them the special, supplemental, and perhaps accelerative educational experiences appropriate to their abilities and interests. Commentaries by Howard Gardner ("Six After Thoughts: Comments on J. Stanley, 'Varieties of Giftedness'") and Joyce VanTassel-Baska ("Response to Julian Stanley's Invited Address at AERA Entitled 'Varieties of Giftedness'") are attached. (Contains 3 tables, 1 figure, and 89 references.) (SLD)

ED 392 826 TM 024 492

Rose, Howard
Assessing Learning in VR: Towards Developing a Paradigm. Virtual Reality Roving Vehicles (VRRV) Project.
SPONS. AGENCY- U.S. West Foundation.
PUB DATE- 16 Feb 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; *Constructivism (Learning); *Educational Assessment; Educational Research; Educational Technology; Elementary Secondary Education; *Evaluation Methods; *Junior High School Students; *Learning; Measurement Techniques; Models; Technological Advancement; Test Reliability; Test Validity
IDENTIFIERS- *Virtual Reality

Preliminary research on virtual reality (VR) suggests that this technology could be a powerful tool for education based on its immersive and dynamic attributes. The Virtual Reality Roving Vehicles (VRRV) Project at the University of Washington is exploring these possibilities by taking VR equipment into elementary and secondary schools for students and teachers to experience and use in building virtual worlds. The question of how to assess VR is particularly significant because of the theoretical conflict between traditional and constructivist learning approaches. This report presents an example of how the VRRV Project is using VR in schools and identifies significant factors for assessment. Junior high school students (n=120) integrated the building of virtual worlds into a curriculum on wetland ecology. With regard to this project and other VR uses, the issue of test reliability versus validity is addressed in terms of general education and using VR. The underlying psychological theories of information processing and

Education; Case Studies; Classroom Techniques; *College Instruction; Community Colleges; Comparative Analysis; Educational Assessment; Educational Quality; Engineering Education; Evaluation; Graduate Study; Higher Education; *Instructional Effectiveness; Program Descriptions; Research Universities; State Universities; Student Centered Curriculum; Teamwork; *Total Quality Management
IDENTIFIERS- Arizona State University; Benchmarking; Business Schools; *Continuous Quality Improvement; Maricopa County Community College District AZ; Miami Dade Community College FL; Northwest Missouri State University; Samford University AL; University of Chicago IL

This report presents seven case studies and discusses the role of continuous quality improvement (CQI) in college classroom effectiveness efforts, particularly specific institutions where sustained CQI programs have affected college classroom practice, their common features, and lingering doubts about CQI. An introduction discusses general principles and philosophy, origins in mass production, Total Quality Management (TQM), and CQI's promise in education to make students the focus, classroom effectiveness the concern, and assessment a means to gain feedback for future improvement. The case studies describe seven educational organizations at six institutions (two research universities, two comprehensive universities, and two community colleges) and their attempts to move from exposure to TQM in the administrative super-structure to CQI in the classroom. The institutions are: (1) the University of Chicago Graduate School of Business; (2) the College of Business at Arizona State University; (3) the College of Engineering at Arizona State University; (4) Northwest Missouri State University; (5) Samford University (Alabama); (6) Maricopa County Community College District (Arizona); and (7) Miami-Dade Community College (Florida). A summary finds that common threads among these otherwise idiosyncratic programs include either a new focus or a heightened awareness of "the customer," commitment from top administrative leadership, customized faculty development, realization that change takes time, and financial realignment. The report also addresses lingering misgivings including setting standards, benchmarking, team building, interdisciplinary issues, rewards and salary, and the long term durability of the quality movement. (Contains 129 references.) (JB)

ED 392 370 HE 028 970

Horinko, Larry; And Others
Department of Education: Efforts by the Office for Civil Rights To Resolve Asian-American Complaints. Report to the Honorable Dana Rohrabacher, House of Representatives.
PUB DATE- Dec 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Civil Rights; College Admission; Compliance (Legal); Efficiency; *Ethnic Discrimination; Government Role; Higher Education; *Investigations; Performance; Program Evaluation; Public Agencies
IDENTIFIERS- *Department of Education

With the Department of Education's staff remaining stable during a period of increased civil rights complaints, this study examined the Department's Office of Civil Rights (OCR) investigations of discrimination cases involving Asian-

Excellence: Miami University's Teaching Scholars Program" (Milton D. Cox); (6) "Valuing the Student Voice: Student Observer/Consultant Programs" (D. Lynn Sorenson); (7) "Metaphors of Teaching: Uncovering Hidden Instructional Values" (Darlene Hoffman); (8) "The Game of Academic Ethics: The Partnering of a Board Game" (Stephen E. Sugar and Carol A. Willet); (9) "The Implications of Cultural Diversity in American Schools" (Johnson A. Afolayan); (10) "A Report Card for Diversity" (Johnnella E. Butler); (11) "Knowledge Into Wisdom: Incorporating Values and Beliefs to Construct a Wise University" (Susan M. Aubrey and David K. Scott); (12) "Challenging Values: Conflict, Contradiction, and Pedagogy" (Jacqueline Mintz); (13) "Do You See What I See?" (Karin McGinnis and Kenneth Maeckelbergh); (14) "Putting Empowerment To Work in the Classroom" (Trudy Knowles et al.); (15) "Increasing Sensitivity to Diversity: Empowering Students" (Mary Anne Johnston); (16) "Leveling the Playing Field" (Linda Hilsen and Deborah Petersen-Perlman); (17) "Faculty Perceptions of Undergraduate Teaching" (Deborah Olsen and Ada B. Simmons); (18) "Creating Teaching and Learning Partnerships with Students: Helping Faculty Listen to Student Voices" (Helen Rallis); (19) "College Students' Perceptions of Unfairness in the Classroom" (Rita Cobb Rodabaugh); (20) "Complex Cooperative Learning Structures for College and University Courses" (Philip G. Cottell, Jr. and Barbara J. Millis); (21) "Conducting Cooperative Cases" (Barbara J. Millis); (22) "The Value of Classroom Humor" (Richard J. Nichols et al.); (23) "Unconscious Values Within Four Academic Cultures. An Address Given at the 1994 POD Annual Conference" (William Bergquist); (24) "An Outsider's View of POD Values--and of POD's Value to the Academy" (1993 Conference Capstone Address) (Kathleen McGrory). Most papers contain references. (DB)

ED 392 386 HE 029 029

Neal, Ed, Ed.; Richlin, Laurie, Ed.
To Improve the Academy: Resources for Faculty, Instructional, and Organizational Develeopoment, 1995.
PUB DATE- 95
NOTE- 272p.; Published annually. Issues of this journal have been entered into ERIC out of normal sequence: see ED 325 062-063 (1989-1990), ED 344 537-540 (1985-1988), ED 366 279 (1992), HE 029 025-029 (1982, 1991, 1993-95).
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; College Instruction; Computer Uses in Education; Critical Thinking; Educational Practices; Educational Principles; Electronic Mail; *Faculty Development; *Higher Education; *Instructional Improvement; Mentors; Peer Teaching; Reflective Teaching; Student Evaluation of Teacher Performance; Teacher Evaluation; Teacher Improvement; Technological Advancement; Urban Universities
IDENTIFIERS- *Professional Organizational Devel Net High Educ

This annual journal issue contains 17 papers on issues of faculty development, instructional improvement, faculty collaboration and collegiability, students, and educational practices in higher education. Many of the papers were developed for the annual conference of the Professional and Organizational Development Network in Higher Education (POD). The papers are: (1) "Reflecting Critically on Our Efforts To Improve Teaching and Learning" (Ronald A. Smith); (2) "Improving Teaching Across

PUB DATE- 16 Feb 96
NOTE- 42p.; Paper presented at the Annual Conference of the Association for Educational Communication and Technology (Indianapolis, IN, February 16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Design; Classroom Environment; *Design Requirements; *Distance Education; *Educational Facilities Planning; Lighting Design; *Multimedia Instruction; Spatial Relationship (Facilities)
IDENTIFIERS- California State University Fresno; California State University Hayward; *Compressed Video

Designing a distance learning classroom requires integration of educational goals and philosophy with technology and ergonomics. The technological challenge and key to designing effective distance learning and multimedia classrooms is creating an environment in which the participants--students, and teacher--may easily interact with instructional materials. Based on the experiences of California State University, Fresno (CSUF) and California State University, Hayward (CSUH), the design challenges and solutions for large compressed video and multimedia classrooms are illustrated. Various options for facilities accommodating from 48 to 184 students are examined for the inclusion of state of the art control systems with multimedia capability. General design considerations include: site and spatial relationships, imaging, lighting, acoustics, mechanical systems, and electrical and communication systems. It is essential that planners determine the optimum mix and configuration of teaching facilities prior to beginning any classroom project. An appendix provides a list of equipment for the two interactive CSUF classrooms described, as well as the video network designs, floor plan, and equipment layout. In addition, a packet of information on the CSUH distance learning classroom design is included. (Contains 12 references.) (AEF)

ED 392 403 IR 017 694

Metallinos, Nikos
Educational Broadcasting in Greece.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Conference of the Broadcast Education Association (Las Vegas, NV, April 7-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; Comparative Analysis; *Cultural Influences; *Educational Media; Foreign Countries; *Government Role; *Programming (Broadcast); *Technological Advancement; Telecommunications
IDENTIFIERS- Barriers to Information; Broadcast History; Europe; *Greece; *Limits to Growth; North America

This document offers commentary on the state of educational broadcasting in Greece. It sketches an overview of how that genre differs in Europe and North America; in Europe educational broadcasting often revolves around public affairs rather than cultural and artistic programming, and is often subject to more government interference. The history of resistance to change and disagreement over evaluation methods that hinder the acceptance of pre-computer innovations like the New Math are still at work in the present. In order for schools to take full advantage of emerging technology they must be savvy in managing change, develop a shared education vision, and monitor spending carefully. (BEW)

ED 392 423 IR 017 714

Stager, Gary S.
A Constructive Approach to Staff Development and Educational Change.
PUB DATE- 95
NOTE- 8p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Uses in Education; *Educational Change; Educational Technology; Elementary Secondary Education; Foreign Countries; Instructional Innovation; *Microcomputers; Secondary Education; *Staff Development; *Teacher Education; Teacher Motivation; Teacher Workshops; Technological Advancement
IDENTIFIERS- *Australia; Notebook Computers; Teacher Enthusiasm

Since 1990 the author has designed and led staff development activities for 12 Australian schools in which every child is asked to own a notebook computer. Workshops are designed to inspire teachers to lead each other in the transition from traditional methodology to universal personal computing. This paper provides a case study of a school in Melbourne (Australia) which embarked on such a transition in 1989, where the computer became an intellectual laboratory and vehicle for self-expression. Staff development strategies which have attempted to bolster teacher confidence and accommodate individual teacher learning styles are: in-classroom collaborations among teachers; 3-day "slumber parties" featuring extended periods of project brainstorming; and building a book on the personal computer. General suggestions for success in similar situations are listed, including off-site institutes and in-school sabbaticals. (Contains 10 references.) (Author/BEW)

ED 392 424 IR 017 715

Metwally, Ashraf
Teaching Structural Design in Civil Engineering Technology.
PUB DATE- 95
NOTE- 7p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Engineering; Course Content; *Course Descriptions; Curriculum Guides; Engineering Education; Higher Education; *Lesson Plans; *Structural Elements (Construction); Technology
IDENTIFIERS- City University of New York Coll of Staten Island

This paper is a description of a college course in structural services currently available; current computer networking capabilities; plans to connect to wide area networks; the formal role groups have in developing telecommunications plans; and barriers that limit acquisition or use of advanced telecommunications. This report contains tabular summaries (16 data tables, 16 standard error tables in Appendix A, and four reference tables in Appendix B) that highlight selected findings based on the data collected. The tables present data for public schools and for schools by instructional level, size of enrollment, metropolitan status, and geographic region of the country. Appendices also include a glossary of terms, the survey methodology and data reliability, the survey instrument, and background information. (AEF)

ED 392 443 IR 055 822

Palmer, Joseph W., Comp.; And Others
A Guide to Local History Resources in Public Libraries of the Province of Ontario. Together with the Results of a Survey of Public Libraries Served by the Southern Ontario Library Service.
PUB DATE- 95
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Research/Technical (143)
DESCRIPTORS- Federal Aid; Foreign Countries; *Genealogy; *Information Sources; Information Technology; *Library Collections; Library Equipment; Library Funding; Library Personnel; Library Policy; *Library Surveys; *Local History; *Public Libraries
IDENTIFIERS- Canada; *Ontario

The purpose of this guide to local history resources in Ontario (Canada) public libraries is to evaluate current trends, problems, and innovations, including the use of new technologies. The guide was developed from a survey of Southern Ontario Library System (SOLS) members; a total of 58 libraries provided information about their local history collections. The survey found that local history and genealogy is an important component of the collections of many Ontario libraries. In most cases, local history is an additional responsibility given to regular reference staff. Inadequate staff time and expertise are the chief factors that limit collection growth. Library cooperation and communication with local historical and genealogical societies has resulted in mutually beneficial projects. Many of the libraries' most useful local history resources are the result of provincial and federal grants. A number of problems were indicated by the survey, including inadequate staffing, lack of space, funds, and equipment, problems related to administration of resources, and theft and natural disasters. Automation and new technologies offer great hope for preserving and expanding access to local history resources; an increasing number of libraries are putting local history catalogs, indexes, and actual resources into machine readable form. Also included in this guide are: a directory of the libraries; a list of libraries (with corresponding page numbers) mentioned in the directory; lists of libraries with collection development policies and gift/donation forms; and a bibliography of library produced descriptive and promotional literature. Appendices provide sample polices and forms. (Contains 17 references.) (AEF)

ED 392 444 IR 055 823

integrated information skills. Effective integration of information skills has two requirements: (1) the skills must directly relate to the content area curriculum and to classroom assignments; and (2) the skills themselves need to be tied together in a logical and systematic information process model. Schools seeking to move from isolated computer skills instruction also need to focus on these requirements. Library media specialists, computer teachers, and classroom teachers need to work together to develop units and lessons that will include both computer skills, general information skills, and content-area curriculum outcomes. The "Big Six Skills Approach to Information Problem Solving" is an information literacy curriculum, an information problem-solving process, and a set of skills which provide a strategy for effectively and efficiently meeting information needs. This model is transferable to school, personal, and work applications, as well as all content areas and the full range of grade levels. The Big Six Skills include: (1) task definition; (2) information seeking strategies; (3) location and access; (4) use of information; (5) synthesis; and (6) evaluation. An addendum is included which presents skills and knowledge related to technology that are not part of the computer and information technology curriculum. Contains 24 references. (Author/AEF)

ED 392 464 IR 055 850

Helal, Ahmed H., Ed.; Weiss, Joachim W., Ed.
Electronic Documents and Information: From Preservation to Access. Proceedings of the International Essen Symposium (18th, Essen, Germany, October 23-26, 1995). Publications of Essen University Library, No. 20.
PUB DATE- 96
NOTE- 266p.; Festschrift in honor of Patricia Battin.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; *Access to Information; Archives; *Cultural Maintenance; Data Conversion; Document Delivery; *Electronic Publishing; Fair Use (Copyrights); Foreign Countries; Higher Education; Librarians; Library Automation; Library Cooperation; Library Education; *Library Role; *Preservation; Professional Training; Research Libraries
IDENTIFIERS- Digital Imagery; *Electronic Libraries; Paradigm Shifts; Virtual Libraries

The emphasis of this symposium was to examine national and international ways to preserve, access, and digitize human heritage and culture. Many internationally recognized librarians shared their experiences and ideas on that topic. The 19 papers presented at the symposium dealt with issues such as: the impact of new technologies on information access and delivery; the impact of the electronic frontier on relationships between academic programs and research libraries; the economics of electronic or virtual libraries; electronic acquisitions policy; the challenges of preserving the information content while adapting to a new medium; document delivery in the 1990s; librarian education in the 21st century; fair use issues in electronic publishing; the possibility of a German national archive for electronic media; the effects of electronic publishing on library services; paradigm shifts in library automation caused by access to a global market; resources for an electronic library; national self-sufficiency in the electronic age; cooperative projects aiming for electronic libraries; and aesthetic issues in format

DESCRIPTORS- College Faculty; Community Colleges; Conferences; *Employment Patterns; Faculty Organizations; Graduate Surveys; *Part Time Faculty; Salaries; *State Legislation; State Surveys; *Teacher Retirement; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Texas

Published four times a year by the Texas Junior College Teachers Association (TJCTA), this newsletter discusses events affecting Texas Junior Colleges and their faculty, chronicles the efforts and activities of the TJCTA, and provides a forum for discourse on topics in community college education. The September 1994 issue presents interviews with candidates in the 1994 election for state Governor and an analysis of strengths and weaknesses of investment vehicles available under the TJCTA's Optional Retirement Program/Tax Deferred Annuities program. The December 1994 issue contains an interview with Texas Higher Education Commissioner, Kenneth Ashworth; a table showing 1994-95 base salaries for faculty by college and years of service; and data for 1993-94 and 1994-95 on compensation and utilization of part-time instructors by college. The January 1995 issue provides the program for the TJCTA's annual convention, focusing on the theme of "Keeping the Promise." The April 1995 issue provides a discussion of provisions of the 1995-97 Texas state budget related to community colleges; "Faculty Development: An Investment in Excellence through Learning Communities," by Agnes Robinson; a review of bills filed in the state Legislature as of May 1995 which would affect public two-year colleges; and a 1994-95 table of statewide salaries and placement rates by community college program. (BCY)

ED 392 483 JC 960 144

Daoud, Annette
Planning Atlas: Annual Report of Institutional Effectiveness, Fall 1995. Report 961-01.
PUB DATE- Feb 96
NOTE- 96p.; For the previous year's Accountability Atlas, see ED 380 163.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *Accountability; Articulation (Education); *College Planning; Community Colleges; Educational Administration; *Educational Finance; *Enrollment; *Institutional Characteristics; Organizational Objectives; *Outcomes of Education; Participant Satisfaction; Program Effectiveness; Tables (Data); Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

Designed to aid in the development of goals and objectives for the City College of San Francisco (CCSF), in California, this atlas provides data on student outcomes, institutional finances, and other accountability information for the 1993-94 and 1994-95 academic years, with longitudinal data included where available. Following a brief introduction and the CCSF mission statement, discussions and data tables are provided for the following seven areas: (1) student access, presenting data on enrollment by gender and ethnic groups, transition from high school, sources of new students, financial aid, enrollments in categorical programs, matriculation services, and basic skills and English-as-a-Second Language enrollment; (2) student success, focusing on persistence, completion, completion by field of study, transfer, and job placement; (3) student satisfaction based on surveys of nearly 4,000 students and telephone interviews with 23 hazardous waste generating businesses and 30 environmental professionals in the San Francisco Bay Area to determine interest in receiving training from the college related to waste management and areas of training needed. An analysis of responses revealed the following: (1) 83% of the responding waste-generating businesses handled hazardous waste, with two-thirds reporting that they required permits; (2) with respect to these businesses' training needs, worker health and safety was the most cited area of greatest importance, while access to regulations, environmental cleanup, hazardous waste management, recycling, and managing wastewater discharges were also cited; (3) most of the waste-generating businesses preferred one-on-one education, while 4- to 16-hour day or evening classes and ongoing, onsite training also received support; (4) smaller waste-generating companies primarily expressed interest in learning overall compliance regulations in a hands-on setting, while businesses of all sizes were interested in training to reduce the cost of compliance; (5) for the 30 environmental professionals, 60% served more private than public clients; and (6) 66% of these professionals expressed a need for information on soil vapor extraction and 40% were interested in environmental design. Appendixes include the waste-generators and environmental professionals survey instruments, with tabulated responses, and a list of sources used to determine the survey sample. (TGI)

ED 392 500 JC 960 164

Bogert, David E.
Crossing Frontiers: A Course that Bridges Racial and Institutional Divides.
PUB DATE- May 95
NOTE- 33p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (17th, Austin, TX, May 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Black History; Black Literature; College School Cooperation; Community Colleges; Curriculum Development; *Dual Enrollment; *High School Students; *History Instruction; Program Development; Program Implementation; School Community Relationship; Two Year Colleges; United States History
IDENTIFIERS- *Valencia Community College FL

In an effort to research and document the history and contributions of African Americans in Osceola County, Florida, Valencia Community College implemented the African American History Project. The Project is a dual enrollment course allowing high school students to receive college and high school credits simultaneously. the approach of the project is multidisciplinary, incorporating faculty from humanities, speech, English, computer science, law, and graphic arts. The course begins with the history of African Americans in the United States, then narrows to explore African American contributions in Florida and Osceola County. In the course, students are exposed to the art, poetry, and films of classic and contemporary African Americans, and receive instruction in oral history interviewing, photography, formal research

IDENTIFIERS- *Basic Education; Education for All Handicapped Children Act; Thailand; UNESCO; UNICEF; *World Conference on Education for All

In 1990, approximately 130 million children ages 6-11 (60% girls) were not attending school, and 1 in 4 adults (two-thirds women) could not read or write. The World Conference on Education for All, held in Jomtien, Thailand, in March 1990, was convened to provide educators a forum for reflecting on this inequity in the state of education. The moral imperative of Education for All (EFA) was a basic goal and theme surrounding the conference. Defining countries in transition as all developing countries struggling to meet the educational needs of their people in the context of profound social change, this book summarizes available information about what works in primary education by linking educational approaches to specific local contexts. The book provides an account of the evolving strategies of UNICEF in basic education and presents the various political, technical, methodological, and contextual considerations which must be reckoned with in meeting the challenge of basic education for all. The chapters of the book are: (1) "UNICEF and the Commitment to Primary Education"; (2) "The Context of Educational Development"; (3) "Country Priorities," including criteria for identifying educational priorities and how outcomes and priorities are measured; (4) "Components of Educational Initiatives"; (5) "Policies To Improve Access and Equity"; (6) "Improving Learning Acquisition"; (7) "Management Initiatives for Reaching the Periphery"; and (8) "The Conceptual Heritage," detailing phases and aspects of planning and analysis of educational systems including early developments, progressivism, socialist planning, access and mobility, returns on educational investment, quality, and community participation. Contains an extensive bibliography. (BGC)

ED 392 518   PS 023 861

Cole, Robert W., Ed.
Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners. What Research and Practice Say about Improving Achievement.
PUB DATE- 95
NOTE- 195p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Cognitive Style; Communication Skills; *Cultural Pluralism; Educational Philosophy; *Educational Strategies; Elementary Secondary Education; Ethnicity; Institutional Characteristics; Integrated Curriculum; Learning Strategies; Mathematics Achievement; Motivation Techniques; *Multicultural Education; Poverty; Race; Reading Achievement; School Funds; Student Characteristics; Teaching Methods; Urban Education; Writing Skills
IDENTIFIERS- *Association for Supervision and Curriculum Devel; *Diversity (Student)

The culmination of work by the Association for Supervision and Curriculum Development's (ASCD) Urban Middle Grades Network, a special Advisory Panel on Improving Student Achievement, and the Improving Student Achievement Research Panel, this book proposes a repertoire of tools for educators meeting the needs of an increasingly diverse student population. The book is divided into nine chapters preceded by a foreword (Gene R. Carter) and a Preface (Helene Hodges) which set forth ASCD's

Finance; Educational Improvement; Educational Objectives; *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; Outcomes of Education; Parent Participation; Politics of Education; Public Schools; School District Spending; *Teacher Attitudes
IDENTIFIERS- Canada; Denmark; England; Fulbright Exchange Program; Germany; Japan; United States

On most international comparisons of educational achievement, United States' schools fare poorly. A closer look at how several foreign countries educate their children, as well as the political process for setting educational policies, suggests a multitude of initiatives that could be profitably adapted to the American educational system. A survey of foreign schools also permits an objectivity in examining the relationship between a nation's culture and its schools that is difficult to obtain when examining only U.S. schools. This book provides a cross cultural analysis of U.S. and foreign schools, based on the perspectives of teachers in a foreign teaching corps that came to America as Fulbright exchange students. Chapters in the book are: (1) "Schooling Across Cultures"; (2) "The American Educational System"; (3) "Denmark--Education in a Welfare State"; (4) "Germany--A Tradition of Quality"; (5) "England--A Nation Reforms Its Schools"; (6) "Canada--Our Cultural Cousins"; (7) "Japan--A Culture Shapes its Schools"; (8) "Comparing Schools in Six Cultures"; (9) "Cultural and Societal Influences on the Schools"; and (10) "Lessons for America's Schools." Each of the chapters includes references. Among the observations made of U.S. schools by the Fulbright exchange teachers are the following: (1) American teachers worked a longer day than foreign teachers, much of it at menial duties; (2) American parents have a greater say in their children's education than foreign parents, and are chiefly responsible for grade inflation in American schools; (3) the American concept of local control accounts for a hodgepodge curriculum and terrible discrepancies in the funding base between U.S. school districts; and (4) because of the lack of a national exam in the U.S., American parents want high grades and want easier teachers--American teachers are viewed as antagonists and impediments by parents instead of as friends. (Contains a 94-item bibliography.) (HTH)

ED 392 537 PS 024 020

Grason, Holly Allen, Ed.; Guyer, Bernard, Ed.
Assessing & Developing Primary Care for Children: Reforms in Health Systems.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 95
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; At Risk Persons; *Child Health; *Childhood Needs; Children; Child Welfare; Delivery Systems; Family Health; Government Role; *Health Services; Preventive Medicine; *Primary Health Care; Public Health
IDENTIFIERS- Alabama; Arizona; *Health Care Reform; Iowa; Service Delivery Assessment

This publication is a compilation of papers presented at an April 1994 workshop sponsored by the National Center for Education in Maternal and Child Health and the Bureau-funded Johns Hopkins

(2) children's tendency to select the last possible answer offered in a structured interview situation; (3) children's tendency to respond "yes" to yes or no questions; and (4) the prevalence of a research bias which assumes that elementary school children do not have well-developed self-awareness. The review concludes by noting that locus of control appears to be an important element of children's experiences and potential success in school. As such, despite the difficulties of assessment, the concept should be more closely studied. Contains 57 references. (JW)

ED 392 555 PS 024 063

Hale, Judy A.
The Makings of a Good Story: Children's Perceptions Unfold through Their Artwork.
PUB DATE- Nov 95
NOTE- 7p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Biloxi, MS, November 7-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Activities; Art Products; *Childrens Art; Class Activities; Content Analysis; Elementary School Students; Grade 1; Language Acquisition; Literacy; Primary Education; *Story Telling; *Student Attitudes
IDENTIFIERS- *Story Themes

Through content analysis of interviews based on a class art activity, a study of 15 first-graders investigated children's perceptions of a good story. The story was based on children's interpretation of artwork they had created. Through the use of content analysis, three major themes of the children's stories were identified: (1) animals as main characters; (2) young children as main characters; and (3) problems or danger. Results of analysis indicated that story telling based on student artwork can facilitate literacy development. Contains 13 references. (JW)

ED 392 556 PS 024 064

Rosberg, Marilee A.
Child Rearing Study in Brunei Darussalam.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Birth; Breastfeeding; Child Development; Child Health; *Child Rearing; Discipline; Eating Habits; Elementary School Students; Foreign Countries; Interviews; Parent Aspiration; Parent Attitudes; Parent Background; *Parent Child Relationship; *Parenting Skills; Parent Responsibility; Preschool Children; Television Viewing
IDENTIFIERS- Brunei

In order to gather data on children's lives, language, and religious activities, and to gather data on child rearing practices in Brunei, a study interviewed parents from 38 Malaysian families having one or more children 3-8 years old. Results indicated that 92 percent of the children crawled when they were between 6-9 months old; 63 percent were walking between 11-12 months of age. One hundred percent of the

Bureau's decennial and current population programs; the Census Bureau's agricultural, economic, and government censuses; personal income data from the Bureau of Economic Analysis; and labor market data from the Bureau of Labor Statistics. The chapter also explains where researchers can find data issued by these agencies, and where they can find more information by state or region. Chapters 3-5 show how researchers can use federal, state, and local data to understand social and economic change in very diverse rural communities. Data sources cover general population, education, labor force, income, housing, health, industry-specific data, and local government. Sample counties from the Economic Research Service County Typology groups are used to put the data sources in context. Appendices provide postal and electronic addresses and phone numbers for state and federal offices that house or collect data, and give details about Census Bureau publications and economic census programs. Contains 49 references, 36 data tables and figures, a glossary, and an index. (SV)

ED 392 572 RC 020 454

Campisi, Jack, Ed.; Hauptman, Laurence M., Ed.
The Oneida Indian Experience: Two Perspectives. The Iroquois and Their Neighbors Series.
PUB DATE- 88
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Collected Works - General (020)
DESCRIPTORS- American Indian Culture; American Indian Education; *American Indian History; American Indian Reservations; Community Leaders; *Cultural Maintenance; Elementary Secondary Education; *Federal Indian Relationship; Iroquois (Tribe); Language Maintenance; *Relocation; Treaties; Tribal Government; Tribally Controlled Education; *Tribal Sovereignty
IDENTIFIERS- *Oneida (Tribe); Oneida Indian Reservation WI

This book presents a collection of essays concerning the history and culture of the Oneidas of Wisconsin. Two separate perspectives emphasizing Oneida cultural persistence are presented: views of the academic world and those of the Oneida community. Part I of the book focuses on the history and adaptations of the Oneidas in their New York homeland beginning in the 17th century. Part II describes the motives and methods used by New York State officials from the 1700s through the early 1900s in divesting the Oneidas of their homeland. This section also explores the aftereffects and legal implications of the Indians' removal to Wisconsin. Part III describes survival strategies implemented by the Wisconsin Oneidas beginning in the 1900s to secure their landbase. Strategies included developing capable tribal leadership, cultural maintenance, and developing educational initiatives. The essays are: (1) "The Oneida Homeland in the Seventeenth Century" (William A. Starna); (2) "Reverend Samuel Kirkland and the Oneida Indians" (James P. Ronda); (3) "The Oneidas and the American Revolution" (Barbara Graymont); (4) "The Oneida Treaty Period, 1783-1838" (Jack Campisi); (5) "The Wisconsin Oneidas in the Preallotment Years" (Reginald Horsman); (6) "The Allotment of the Oneida Reservation and Its Legal Ramifications" (Arlinda Locklear); (7) "Recollections of an Urban Indian Community: The Oneidas of Milwaukee" (Nancy O. Lurie); (8) "Oneida Women Leaders" (Thelma Cornelius McLester); (9) "William Skenandore" (Francis Skenandore); (10) "Recollections of the Works Progress Administration's Oneida list of Internet Web sites devoted to education or community networking, a profile of an ESL adult literacy program using computers and multimedia, an index to IDRA Newsletter for January-December 1995, and a description of the Intercultural Development Research Association's role as a comprehensive technical assistance center. Contains a list of 15 additional resources on technology in education. (SV)

ED 392 589 RC 020 489

Racism. IDRA Focus.
PUB DATE- Feb 96
NOTE- 17p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Affirmative Action; *Cultural Awareness; *Educational Environment; Elementary Secondary Education; Enrollment; Ethnic Discrimination; Higher Education; Immigrants; *Minority Groups; Multicultural Education; *Racial Bias; *Racial Discrimination; Racial Relations; Workshops

This theme issue includes four articles on racism in colleges and public schools and on strategies to build ethnic and racial tolerance. "Affirmative Action: Not a Thing of the Past" (Linda Cantu) reviews the history of affirmative action and its positive effects on Hispanic and Black enrollment in higher education, discusses current efforts to dismantle affirmative action, and counters claims of reverse discrimination against White males. "Everything Old Seems New Again...Or Is It? Recognizing Aversive Racism" (Bradley Scott) discusses "aversive racism" (unconscious racial bias in persons espousing egalitarian values), provides examples of aversive racism in public schools, suggests ways that schools can preserve ethnic identity in the context of racial integration, and lists strategies that school administrators can use to prevent racism. "Celebrating Cultural Differences: Integrating the Language and Cultural of Staff and Students in Campus Life" (Aurelio M. Montemayor) describes a workshop in which educators recognize and categorize different aspects of culture and develop classroom activities that draw on students' family background and history. In "Sparing My Children from 'the Feeling,'" Raul Yzaguirre recounts the bias and discrimination experienced for decades by his family because of a "Mexican" name although six generations have been Americans by birth, and warns of "big brother" anti-immigration schemes. (SV)

ED 392 590 RC 020 508

Sekaquaptewa, Emory, Ed.; Pepper, Barbara, Ed.
Coyote & Little Turtle = Iisaw Niqw Yongosonhoya: A Traditional Hopi Tale and Coyote & the Winnowing Birds = Iisaw Niqw Tsaayantotaqam Tsiroot: A Traditional Hopi Tale. Original Language Series.
PUB DATE- 94
NOTE- 187p.
LANGUAGE- English; Hopi
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *American Indian Literature; Childrens Literature; Cultural Maintenance; Grammar; *Hopi; Language Maintenance; Pronunciation; *Tales
IDENTIFIERS- *Tricksters (Folk Culture)

Intended to promote the preservation of the Hopi language, two

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Earth Science; Elementary Education; *Gravity (Physics); Science Activities; *Science Experiments; *Space Sciences; *Weight (Mass)

This book contains 12 simple experiments through which students can learn about gravity and its implications. Some of the topics included are weight, weightlessness, artificial gravity, the pull of gravity on different shapes, center of gravity, the universal law of gravity, and balancing. Experiments include: finding the balancing point; weighing in on Earth and Moon experiment; "down with giants" experiment; trying the experiments Aristotle never tried; and explaining a paper puzzle. (JRH)

ED 392 616 SE 057 792

Pottle, Jean L.
Bananas and Balsa, Quetzals and Quinine: A Rainforest Unit for Science and Language Arts.
PUB DATE- 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Botany; *Conservation (Environment); Elementary Secondary Education; Environmental Education; *Interdisciplinary Approach; *Rainforests; Science Activities; Science Careers

The destruction of rain forests and the impact this has on the earth is an important environmental issue. This book was written to help students learn why it is important to protect those areas of the world. In this activity book, students are introduced to a number of inhabitants of the rain forest. They learn about the diversity of plants and animals that live in these areas, while completing activities related to science, art, language arts, social studies, math, and home economics. The activities included give students a chance to conduct interviews and surveys, set up an experiment on photosynthesis, grow a pineapple, construct a quetzal mobile, make rain forest punch, and design their own classification system. In addition, to a variety of projects, students are asked to complete a journal entry in response to each of the twenty lessons in this book. Lessons include: "Problems in the Rain Forest"; "The Forest Floor"; "The Understory"; "At the Top"; "The Emergents"; "The Princely Pineapple"; "Fascinating Frogs"; "The Magnificent Quetzal"; "What in the World is an Animal?"; "Incredible Insects"; "The Rain Forest and You"; and "Rain Forest Careers." (JRH)

ED 392 617 SE 057 793

Pottle, Jean L.
Herons, Frogs, and Cranberry Bogs: A Wetlands Unit for Science and Language Arts.
PUB DATE- 94
NOTE- 84p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Population Education; *Science Activities; Science Instruction; Worksheets
IDENTIFIERS- American Association for Advancement of Science
This booklet, one of six in the Living Things Science series, presents activities about heredity and genetics which address basic "Benchmarks" suggested by the American Association for the Advancement of Science for the Living Environment for grades 3-5. Contents include background information, vocabulary (in English and Spanish), materials, procedures, extension activities, and worksheets. The worksheets are presented in both English and Spanish versions. Suggestions for use of the activities include using student grouping, a related readings center, and journal keeping. Activity names are: "Peas in a Pod," "Inherited or Learned," "Pass It On," "Population Sampling," "Corn Genes," "Codebreaker," "Alphabet Soup," "Super Sleuth," "DNA Fingerprints," and "Chimera." An appendix contains a list of people that have contributed to the fields of genetics and heredity, and lists of fiction and non-fiction readings. (MKR)

ED 392 638 SE 057 968

Camp, Carole Ann, Ed.
Invitations to Evolving. Teacher-Friendly Science Activities with Reproducible Handouts in English and Spanish. Grades 3-5. Living Things Science Series.
PUB DATE- 95
NOTE- 50p.; For other booklets in the series, see SE 057 967-972.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; Elementary Education; *Evolution; Paleontology; *Science Activities; Science Instruction; Worksheets
IDENTIFIERS- American Association for Advancement of Science
This booklet, one of six in the Living Things Science series, presents activities about evolution which address basic "Benchmarks" suggested by the American Association for the Advancement of Science for the Living Environment for grades 3-5. Contents include background information, vocabulary (in English and Spanish), materials, procedures, extension activities, and worksheets. The worksheets are presented in both English and Spanish versions. Suggestions for use of the activities include using student grouping, a related readings center, and journal keeping. Activity names are: "Homo Sapiens"; "Cats, Dogs, Birds, and Fish"; "Characteristics for Survival"; "Hide and Seek"; "Fossil Models"; "Digging Fossils"; "Bones, Bones, and More Bones"; "Then and Now"; "Where Did That Come From?" "and "Time Travel." Lists of fiction and non-fiction readings are included. (MKR)

ED 392 639 SE 057 969

Camp, Carole Ann, Ed.
Invitations to Cells: Life's Building Blocks. Teacher-Friendly Science Activities with Reproducible Handouts in English and Spanish. Grades 3-5. Living Things Science Series.
PUB DATE- 95
NOTE- 58p.; For other booklets in the series, see SE 057 967-972.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

participation in the cultural and working world. The document is directed at the participants of the meeting as well as other institutions or specialists interested in the development of the Major Project in terms of its three objectives, specific areas of co-operation and target groups. This document attempts to show the impact of co-operation through PROMEDLAC IV and PROMEDLAC V on regional education. This impact is analyzed from a technical point of view in terms of national and regional action. The contents include: (1) "Summary"; (2) "Introduction"; (3) "PROMEDLAC IV Recommendations, Central Issues and Cooperation Modalities"; (4) "UNESCO Co-operation with the Major Project in the Field of Education Between 1991 and 1993"; and (5) "Conclusions." (EH)

ED 392 660 SO 025 398

Blythe, Sue
Peace Education: Volunteers for UN50, Celebrating the 50th Anniversary of the United Nations, 1945-1995.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; *International Cooperation; International Law; *International Organizations; *International Programs; *International Relations; International Studies; Modern History; *Peace; United States History; War; World History; World Problems
IDENTIFIERS- *Peace Education; *United Nations

This manual builds on the UNA-USA/Gainsville work to help volunteers prepare to "teach peace" during the 50th anniversary of the United Nations, and to provide educational resources for UN50. The document includes: (1) "Introduction"; (2) "Preparing for the Training"; (3) "Workshop 1: Preparing the Presentation"; (3) "Workshop 2: Practicing for Presentations"; (4) "Coordinating the Volunteers"; and (5) "Follow-up Gathering." The appendix provides handouts for training peace education volunteers for UN50. (EH)

ED 392 661 SO 025 411

High Eagle, Gordon; And Others
The Needs of Tribal Men and the Social Service Providers on or Near the Nez Perce Indian Nation.
PUB DATE- 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Culture; American Indian History; *American Indians; *Males; *Social Problems; Social Science Research; *Social Services
IDENTIFIERS- Idaho; *Nez Perce (Tribe)

This report results from an action research project of the Nee Mee Poom Ha Hum (Men's Coalition), investigating the needs of tribal men in the Nez Perce Indian Nation, as part of planning to improve men's development. Research was directed toward interviewing a stratified random sample of tribal men and interviewing the directors and employees of 20 local agencies serving Native men. Findings include: (1) that men and women

NOTE- 212p.; "Musical Play of Preschoolers and the Effects of Teacher-Child Relationship" by Josette Silveria Mello Feres (Brazil) is not available for ERIC reproduction.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Development; Childhood Attitudes; Childhood Interests; *Children; Elementary Education; Fine Arts; *Folk Culture; *Music; Music Activities; Music Appreciation; *Music Education; Music Techniques; Popular Culture; *Young Children; Youth

These papers were collected from participants at a conference on young children, adults, and music. Papers include: (1) "Preschool Children's Responses to Music on Television" (Katharine Smithrim, Canada); (2) "Learning to Observe in Order to Join the Musical Activities Better to the Total Development of the Young Child" (Margre van Gestel, The Netherlands); (3) "Classroom Music for Non-Music Major Students in Kindergarten Teacher Training Fostering a Positive Attitude for Enjoyment of Music with Young Children" (Atsuko Omi, Japan); (4) "Emotional Growth through Musical Play" (Mary Stouffer, Canada); (5) "Action Research--Getting Involved" (Olive McMahon, Australia); (6) "Music as Mediator Element in the Mother-Baby Relationship" (Josette Silveria Mello Feres, Brazil); (7) "A Model for Enhancing Music Development Through the Inclusion of Informed parents and Other Primary Caregivers in Early Childhood Music Classes" (Kenneth K. Guilmartin and Lili Levinowitz, USA); (8) "Music in Early Childhood: The Search for Effective Models of Adult Participation and Interaction" (Carol Scott-Kassner, USA); (9) "Training of Early Childhood Music Educators at the Musical University in Heidelberg-Mannheim/Germany" (Maria Seeliger, Germany); (10) "Developing the Educational Connections in the Swedish Preschool: How Do We Integrate the Theories with Musical Practice?" (Berit Udden, Sweden); (11) "Effect of Pitch Relationship Between Text and Melody in Young Children's Singing" (Lily Chen, Hong Kong); (12) "Some Observations on the Singing Development of Five-Year-Olds" (Peta J. White, Desmond C. Sergeant, Graham F. Welch, England); (13) "Cross-Cultural Perspectives on Preschool Children's Spontaneous Music Behaviors" (Danette Littleton, USA); (14) "Using Jack Tales and Folk Music from Our American Appalachian Heritage to Involve the Young Learner, Including Those with Special Needs" (An Integrated Arts Approach Employing Folk Music, Folktales, and Puppets)" (Michelle Hairston, Linda High, USA); (15) "Doing What Comes Naturally: Generating A Music Curriculum for Young Children" (June Boyce-Tillman, England); (16) "Sound Mosaic: Young Children's Musical Development Program" (Eleonora Rybakova, Nikolai Kravtsov, Russia); and (17) "The Window of Opportunity" (Sheila C. Woodward, Republic of South Africa). (EH)

ED 392 684 SO 025 798

Goetzfridt, Nicholas J.; Goniwiecha, Mark C.
Guam and Micronesia Reference Sources.
PUB DATE- Jan 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Journal Articles (080)
DESCRIPTORS- Annotated Bibliographies; Foreign Countries; *Foreign Culture; *Geography; *International Studies; Multicultural Education; Printed Materials; Reference

further research. The research findings include: (1) Scotland may be the only country in the world, and certainly in Europe, that does not require its youngsters to study its history; (2) the introduction of Modern Studies in 1962 and its growth over the past 30 years gradually has weakened the status of history in the secondary schools; and (3) history is not in a very strong position in the schools due to many conflicting interests and requirements. More research is called for and the paper sets forth questions that could be addressed in the future. (EH)

ED 392 707 SO 025 886

Haas, Mary E.
Fear and Hate vs. Hope and Cooperation. Lesson Ideas Examining an Important Lesson from World War II.
PUB DATE- Nov 95
NOTE- 10p.; Illustrations may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict; *Conflict Resolution; *Cooperation; *Peace; Secondary Education; Social Studies; *United States History; Violence; *War; World Affairs; World History; World Problems; *World War II

This paper addresses how fear and hate have had an impact on the ways in which people and nations behave. A study of World War II reveals to people the terrible consequences of fear and hate. After this long war ended, many hoped that the United Nations would put an end to warfare and the acts that had nourished hatred. Using the theme of "Fear and Hate vs. Hope and Cooperation" to study World War II, teachers can address World War II in a meaningful way with children of different ages, abilities, and interests. Suggestions are given for discussion questions, trade books, large and small group activities, and interviewing techniques. (EH)

ED 392 708 SO 025 887

Walker, Dava Jo; And Others
Flight to Hope: A Catholic Refugee Awareness Educational Project on Refugee Awareness for Today's Students.
PUB DATE- 90
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cross Cultural Studies; Elementary Secondary Education; Foreign Culture; Foreign Nationals; *Immigrants; Immigration; International Relations; *Multicultural Education; *Refugees; *Social Agencies; *Voluntary Agencies

This guide enables teachers to address the issues associated with teaching about the world's nearly 15 million refugees. The guide is divided into two sections and intended for use in grades 6-12. The teacher's guide section provides extensive background for teachers seeking a comprehensive understanding of the world of refugees. Statistics, charts, and readings are contained in this section. The lesson plans section provides eight lessons, including: (1) "Coming to America--Refugees and Immigrants"; (2) "Who Helps the World's Refugees?"; (3) "Whom

DESCRIPTORS- Citizen Participation; *Citizenship; Citizenship Education; Legislation; *Legislators; Politics; *Public Opinion; Resource Materials; Resources; Social Studies; *Voting
IDENTIFIERS- *Congress

This pamphlet is about effective communication and helping citizens make use of every available way to "send them a message." Highlighted are tips on making personal visits to members of Congress and their staff, placing telephone calls and writing effective letters. There is a directory of telephone numbers and addresses to contact the Senate, House, and other government officials with questions, comments, and opinions. The advice/tips information occupies pages 1-8; the highly transitory directory information occupies pages 9-35. (EH)

ED 392 733 SO 026 063

Woodfin, Samantha, Ed.
Sybil Scott and East Texas Baseball Players.
PUB DATE- 96
NOTE- 78p.; Published by Loblolly Inc., students at Gary High School, Texas.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Historical Materials (060)
DESCRIPTORS- Athletes; Athletic Coaches; Athletics; *Baseball; *History; Interviews; *Local History; *Memory; *Oral History; Secondary Education; *State History
IDENTIFIERS- Texas

This issue of "Loblolly Magazine" is dedicated to Sybil Scott, born in 1910 and still going at the age of 85. She shares some interesting tales of what it was like growing up in the '10's and '20's in Texas, including her school years. She remembers, very vividly, her childhood and teenage years in East Texas. Among the many interesting stories she tells is what school was like and how she got places. There also are interviews with five men involved with baseball, including: (1) Ron Gideon, manager in the New York Mets farm system; (2) Bill Terry, avid baseball card collector; (3) Tim Harkrider, baseball player for the California Angels; (4) Robert Ellis, Minor League baseball player; and (5) Chester Studdard, retired veterinarian and baseball player. (EH)

ED 392 734 SO 026 076

Brophy, Jere
Thoughts on the Qualitative-Quantitative Debate.
PUB DATE- Nov 95
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Chicago, IL, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Research; Higher Education; *Qualitative Research; *Research Methodology; *Social Science Research; *Statistical Analysis; *Statistics

This paper assesses the value of research, not on its methodology type but on its goal and accomplishments. It outlines an idea for developing a knowledge base capable of informing teacher education program planning and other educational policy decisions. Studies are described that advance knowledge about causal relationships between classroom processes and student influence of their efforts through prospective teachers' self-reports, there is no convincing evidence in the literature related to long-term impact of these strategies on teachers and their practices or on teacher education institutions and their faculties. (Contains 48 references.) (ND)

ED 392 752   SP 036 488

Rodriguez, Monica; And Others
Teaching Our Teachers To Teach: A SIECUS Study On Training and Preparation for HIV/AIDS Prevention and Sexuality Education.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Course Content; Education Courses; Elementary School Teachers; Elementary Secondary Education; *Health Education; Health Promotion; Higher Education; Knowledge Base for Teaching; *Preservice Teacher Education; Prevention; Program Improvement; *Required Courses; Schools of Education; Secondary School Teachers; *Sex Education; Teacher Certification; *Teacher Education Curriculum

This study looked at whether teacher education programs at 169 institutions offered courses designed to prepare preservice teachers to teach health education, sex education, and Human Immunodeficiency Virus/Acquired Immune Deficiency System (HIV/AIDS) prevention education. Using course catalogs to allow for a systematic comparison of programs, researchers abstracted 819 courses in teacher education, health education, physical education, psychology, sociology, biology, religion, women's studies, human development and family studies, and home economics. Analysis of the study data suggested that elementary and secondary school teachers are not adequately prepared at the preservice level to provide HIV/AIDS prevention and sexuality education to students. Key findings included: (1) only 14 percent of the colleges and universities require a health education course for all preservice teachers, and no schools require a sex education course for all preservice teachers; (2) almost no elementary, secondary, or physical education certification programs require any courses on sexuality; (3) only 61 percent of the institutions require students in health education certification programs to take sexuality courses; (4) no schools require students in health education certification programs to take a course covering HIV/AIDS; (5) only 3 percent of physical education certification programs--and no elementary or secondary education certification programs--require sex education methodology courses; and (6) only 12 percent of schools offer any courses that mention HIV/AIDS in the course. Recommendations based on the findings include augmenting the number of sexuality and HIV/AIDS courses offered; improving course requirements for health, sexuality, and HIV/AIDS prevention education; expanding the scope of courses; and enriching teacher certification requirements. (Contains 18 references.) (ND)

ED 392 753   SP 036 489

Gallagher, Jo D.; And Others

English Instruction; Feedback; Foreign Countries; General Science; Mathematics Instruction; Postsecondary Education; Program Content; Social Studies; *Student Attitudes; Student Characteristics; Surveys; Tutors
IDENTIFIERS- *Caribbean; West Indies

This publication presents data from a survey designed to examine the delivery process and the course content of the Comprehensive Teacher Training Programme (CTTP), a distance education program of study for untrained Caribbean elementary and primary school teachers. The distance education program offers four courses in core subjects and prepares students to pass Caribbean Examinations Council (CXC) examinations for entry into teacher training colleges. The survey asks students 55 questions on their own characteristics, their experience of program tutors and learning environment, their contact with tutors, their experience with assignments, feedback and evaluation, and their thoughts on overcoming future hurdles in studying at a distance. The data include the following: 43 learners responded to the survey; 81.4 percent of these were female; 60.5 percent were from rural and remote locations; 70 percent were in their second year in the program; and 39.5 percent were ages 25 to 29. With respect to the program tutors and learning environment, 81 percent said that tutors had helped them acquire learning and study skills; 19.3 percent sought help from tutors to prepare for exams; most contact with tutors was in face-to-face sessions or during specified telephone hours; 86 percent of students received assignment feedback within 2 weeks; and 58.1 percent received that feedback via a friend, colleague, or relative. (JB)

ED 392 771 SP 036 517

Buckley, Helen; Walters, Gene
A Report Prepared for: The Commonwealth of Learning for Consideration in a Handbook for Developing Gender Sensitive Educational Materials.
PUB DATE- May 96
NOTE- 113p.; For related documents, see SP 036 511-516.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Students; *Distance Education; Elementary Education; Elementary School Teachers; Foreign Countries; Nontraditional Students; Postsecondary Education; *Professional Continuing Education; Program Descriptions; *Programmed Instructional Materials; Remedial Programs; Sex Bias; *Sexism in Language; Sex Stereotypes; Teacher Improvement
IDENTIFIERS- *Caribbean

Sample components of the Comprehensive Teacher Training Programme (CTTP), a distance education program offering four academic upgrading courses to Caribbean women who are untrained elementary school teachers are presented. Though the bulk of the publication is made up of materials from these distance education courses, the opening section contains descriptions of the program's general goals, its design for easy access, its flexibility, its relevance and functionality, its teaching and learning processes, its accessibility and gender inclusiveness and simplicity, and its delivery and support system. These points suggest that the program is well designed to serve nontraditional women students. The sample materials appended

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cooperating Teachers; Educational Strategies; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Graduate Students; Higher Education; *Learning Strategies; Masters Programs; *Outcomes of Education; Preservice Teacher Education; Special Education; *Student Attitudes; *Student Characteristics; Student Teachers; *Teacher Education Programs; Teacher Interns; Undergraduate Students

This paper reports on research developed from a more comprehensive study of five teacher training programs at a large urban Southern university. During the initial study characteristics were observed in special education and Master of Arts in Teaching (MAT) cohorts which differed from those of students in the three traditional programs. The present study compared the perceptions of students in two preparation programs with similar configurations but differing learner characteristics to determine which factors had the greatest impact on teacher preparation outcomes. Included in the study were 17 undergraduate special education majors, whose curriculum featured a tight cohort structure during the junior year "block" experience, and 9 secondary MAT students in a 14-month accelerated program which included a 10-month internship conducted concurrently with coursework. Study findings indicated that common elements in the configuration of both programs included student cohorts, prescribed class sequences, specialized courses, and a dedicated core of faculty, resulting in a strong group identity which remained for several years beyond graduation and helped build confidence as students began their professional careers. Both groups also reported the positive impact of specialized courses in assessment and planning prior to their field experiences. Differences in student perceptions appeared to be the result of entry level skills and student maturity levels rather than program components. Data indicated that both groups demonstrated significant pre-post gains in the areas of planning, evaluation, instructional strategies, and professional development. MAT interns but not special education students showed significant gains in classroom management, while the converse was true for use of instructional materials. Cooperating teachers appeared to contribute significantly to the success of both groups, providing a positive, supportive environment which encouraged interns/student teachers to try new ideas and take risks. The results indicated that, although learner characteristics differed, the configuration of the program provided academic and emotional support for students which was manifested in a sense of empowerment. Tables of study data are included. (ND)

ED 392 788   SP 036 540

Simpson, F. Morgan; And Others
Evolution of Cognitive Styles for Preprofessional Educators.
PUB DATE- Nov 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Education Majors; Elementary

IDENTIFIERS- *Board on International Comparative Studies Educ
The Board on International Comparative Studies in Education monitors U.S. participation in cross-national comparative studies in education and provides advice to sponsoring agencies. This document results from the Board's consideration of studies that would enrich plans for international studies. What the Board believes to be the value of international comparative studies and how to improve such studies are discussed. Establishing a more coherent and effective worldwide system for research and data collection in education is a priority that will require common indicators for describing educational accomplishments, research and syntheses of research, documentation of practices, dissemination of information, and archives and research reports. Establishing a data collection, reporting, and dissemination system must take into account the views of interested parties, the technical and substantive state of the art, and the promise of cross-national studies for responding to policy needs and advancing knowledge. (Contains 18 references.) (SLD)

ED 392 807 TM 024 398

Cavatta, M. Louise
New Mexico Enhanced ACT and SAT Results. School Year 1992-1993.
PUB DATE- Nov 94
NOTE- 36p.; For the 1991-92 school year, see TM 024 399.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Aspiration; College Bound Students; *College Entrance Examinations; Core Curriculum; English; High Schools; *High School Students; Mathematics; *Minority Groups; Scores; Sex Differences; *Student Characteristics; *Test Results
IDENTIFIERS- *ACT Assessment; Enhanced ACT; *New Mexico; Scholastic Aptitude Test
Students in New Mexico may take either the American College Test Assessment (ACT) or the Scholastic Aptitude Test (SAT), although the ACT is most often used in New Mexico. Results from both examinations are presented in this report, based on those students who were expected to graduate in 1993 and who had expressed an interest in attending college. New Mexico had a 2.2% increase in students taking the ACT, and a 6% increase in the number of minority students taking the test. The mean composite score for 1992-93 was 20.0, and there was a slight increase in the mean mathematics score and a slight decrease in the mean English score. Scores were higher for students enrolled in core college curricula. Males continued to score higher in mathematics, while females continued to score higher in English. While 9,778 high school graduates took the ACT in New Mexico, only 1,935 students took the SAT. The mean verbal SAT score rose by three points, and the mean mathematics score rose by four points. Appendices present 1993 New Mexico ACT scores by school district; and the ethnic composition of New Mexico students taking the SAT from 1981 to 1993. (Contains five figures, nine tables, and five sources.) (SLD)

ED 392 808 TM 024 399

Cavatta, M. Louise
New Mexico Enhanced ACT and SAT Results. School Year 1991-1992.
PUB DATE- Jul 93
NOTE- 58p.; For the 1992-93 school year, see TM 024 398.
LANGUAGE- English

constructivism are discussed in terms of developing a comprehensive paradigm to guide the application and research of VR. This discussion is followed by an overview of specific approaches for measuring learning in VR, along with hints and cautions about conducting educational assessment. (Contains 2 figures and 70 references.) (Author/SLD)

ED 392 827 TM 024 498

Haydel, Juanita B.; And Others
Assessing Classroom Teacher's Performance Assessments.
PUB DATE- Apr 95
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; *Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Knowledge Base for Teaching; *Outcome Based Education; *Performance Based Assessment; Scoring; *Secondary School Teachers; Teacher Education; *Teacher Made Tests; *Test Construction
IDENTIFIERS- Saint Charles Parish Public Schools LA

The degree to which performance assessments developed for the classroom demonstrated the principles of quality assessment was explored. Performance assessments were studied in the schools of St. Charles Parish (Louisiana), a district that is implementing outcome based education (OBE). The sample consisted of 92 performance assessments submitted by 79 teachers from elementary, middle, and high schools who were implementing OBE units. An instrument organized around 6 domains and 18 performance criteria was developed for scoring the assessments. Results of the analyses of these tests suggested that teachers' development of classroom performance assessments was not as sound as it could be. Teachers trained in traditional assessment faced real difficulties when asked to assess students using performance assessments. The importance of the study lies in the development of the scoring instrument, which teachers and researchers can use to improve their assessment quality. Appendixes contain an extensive literature review, 22 resources, the assessment samples, the evaluation tool, and a description of the OBE units. (Contains three tables and seven references.) (SLD)

ED 392 828 TM 024 506

Marshak, David
District-Based Program Assessment: One Way To Create "Schools That Learn."
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Educational Assessment; *Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Intellectual Disciplines; Principals; Program Evaluation; *Rural Schools; *School Districts; *Sciences; State Programs; Teachers; Testing Programs
IDENTIFIERS- *Vermont

Americans. In particular the evaluation looked at 13 specific cases, timeliness and outcomes for fiscal years 1988-95, and whether recent changes at OCR had improved its operations. The evaluation conducted interviews with OCR officials and studied legislation, documents, reports, policies, and OCR records. Results found that 11 of the 13 specific cases reviewed had been resolved and 2 remained open, and that OCR generally followed its established policies and procedures except for its time frames. Of the 13 cases, 4 were closed within OCR time-frames. Overall, OCR resolved complaints and completed compliance reviews on average in less than 180 days--its benchmark for assessing timeliness. Generally, however, OCR took more time to resolve cases involving Asian-Americans. This could be explained in part by the relatively high percentage of investigations and reviews involving Asian-Americans that involve admissions issues which usually take OCR more time to resolve than other issues. Recent changes at OCR have reduced the inventory of cases over 180 days old. Appendixes contain methodology information, descriptions of the 13 cases, complaint investigation information, Department comments, and 8 tables. (JB)

ED 392 371   HE 028 971

Wilkie, Carolyn, Ed.
Selected Proceedings from the Annual Conference of the Pennsylvania Association of Developmental Educators (PADE) (14th, University Park, Pennsylvania, March 16-17, 1995). (14th, March 16-17, 1995).
PUB DATE- Mar 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Probation; Basic Skills; Basic Writing; Class Activities; *College Instruction; Compensatory Education; *Developmental Studies Programs; Educational Games; Higher Education; High Risk Students; Mathematics Instruction; Reading Instruction; Remedial Instruction; Skill Development; *Teaching Methods; Test Wiseness
IDENTIFIERS- Pennsylvania

This publication contains seven peer-reviewed papers from a conference on college developmental education with the theme of student success. The papers are: (1) "Reversing the Academic Probation Dilemma" by John Foreman and Nancy Ann Rossi on programming for students on academic probation; (2) "Reading and Writing: Tools for Problem Solving across the Curriculum" by Kimberly Neal and Carol Lewis on problem-solving as a curriculum integration strategy; (3) "Peer Revision: Empowering Basic Writers" by Eileen Master on peer revision including a peer review form, a revision checklist, and guidelines for revising expository compositions; (4) "Layered Diagrams: An Effective Way for Teaching the Paragraph" by Robert W. Holderer on a basic strategy for composing paragraphs; (5) "Some Successful Strategies for Developmental Writing Teachers" by James Boswell on practical strategies for teaching writing and study skills to high risk students; (6) "Card Games and Math Concepts Produce Successful Students" by Paul Hrabovsky Includes instructions for several games; and (7) "Helping Students To Be Organized When Taking Math Tests" by Wayne George on strategies for assisting students with studying for math tests. Most papers contain extensive references. (JB)

ED 392 372   HE 028 972

the Academy: Gleanings from Research" (Ben Ward); (3) "A Quantum Leap in Faculty Development: Beyond Reflective Practice" (Donna Qualters); (4) "Credibility: The Crux of Faculty Development" (Margaret M. Morgan et al.); (5) "Faculty Development Programs at Research Universities: Implications for Senior Faculty Renewal" (Arthur L. Crawley); (6) "Teaching Improvement: Disciplinary Differences in Faculty Opinions" (Lynnda J. Emery); (7) "Peers Coaching Teaching: Colleagues Supporting Professional Growth Across the Disciplines" (Kate Kinsella); (8) "Improving Teaching Through Reflective Partnerships" (Roy Killen); (9) "The Case for Instructional Mentoring" (Richard J. Nichols and Beverley T. Amick); (10) "A Special Colloquium on Teaching Excellence to Foster Collegiality and Enhance Teaching at a Research University" (James K. Wangberg et al.); (11) "Faculty Development and Changing Environments of the Urban Campus" (Debrah Jefferson and Susan Peverly); (12) "Academic Syndromes Revisited" (Robert R. Dove); (13) "Teaching and Learning in the Diverse Classroom: A Faculty and TA Partnership Program" (Matthew L. Ouellett and Mary Deane Sorcinelli); (14) "Using Electronic Mail for Teaching and Learning" (James M. Hassett et al.); (15) "Exploring Student Ratings Through Computer Analysis: A Method To Assist Instructional Development" (Robert Lewis); (16) "Improving Students' Critical Thinking Outcomes: A Process-Learning Strategy in Eight Steps" (S. Kay A. Thornhill and Melissa Wafer); and (17) "Family Portrait: Impressions of a Nurturing Organization" (Jon Travis et al.). Most papers contain references. (DB)

ED 392 387 HE 029 058

Barbett, Samuel
Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions: Fall 1994. E.D. TABS.
PUB DATE- Mar 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Freshmen; Data Collection; Higher Education; National Surveys; *Place of Residence; *Student Mobility
IDENTIFIERS- *Integrated Postsecondary Education Data System

This report presents 23 tables of data on residence and migration of first-time freshmen based on the 1994 "Fall Enrollment" survey, part of the Integrated Postsecondary Education Data System. The survey counted 2.14 million first-time freshmen. More than 366,000 (17 percent) migrated between states. The percent of freshmen who left their state to attend college ranged from a low of 6.7 percent in Utah to a high of 50.2 percent in Alaska. In-migrants comprised almost 76 percent of the District of Columbia's total freshmen enrollment and over half the freshmen in New Hampshire, Rhode Island, and Vermont. First time freshmen who had graduated in the previous 12 months comprised 69 percent of the total. Twenty-two percent of freshmen were enrolled in private higher education institutions. Over half of the freshmen who migrated between states did so to enroll in private institutions. The percent of freshmen enrolled in private institutions ranged from more than 40 percent in the District of Columbia, Massachusetts, New Hampshire, Pennsylvania, Rhode Island, and Vermont to less than 10 percent in Alaska, Arizona, California, Mississippi, Nevada, New Mexico, Washington, and Wyoming. Also, 84 percent of those migrating out of state did so to attend a 4-year school. The educational broadcasting in Greece is discussed, including the main obstacles to its further development, including: (1) military interference; (2) government regulation and control; (3) drawbacks in Greece's historical evolution; (4) cultural barriers which hinder the introduction of modern technology; (5) lack of formal journalistic and broadcast training; and (6) direct interaction and imposition of imported programming. It is suggested that Greek broadcast programming in general, and educational broadcasting in particular, could be successful once free from government control and the direct imitation of foreign broadcast programming. (Contains 10 references.) (BEW)

ED 392 404   IR 017 695

Metallinos, Nikos
Compositional Factors in the Study of Visual Images and Their Application to Television.
PUB DATE- Oct 95
NOTE- 14p.; Paper presented at the Annual Conference of the International Visual Literacy Association (27th, Chicago, IL, October 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetics; *Design Preferences; Foreign Countries; Mass Media; *Television; Theory Practice Relationship; *Visual Arts
IDENTIFIERS- *Composition (Art); Image Analysis; Television Aesthetics; Visual Design; *Visual Imagery

This paper reviews the established principles of composition of visual images, discussing the application of those principles to moving visual images in general and television pictures in particular. Fundamental compositional principles of the visual communication media are explored in relation to television as an art form--namely, direction, proportion, balance, space, shape and form, level of sophistication, light and color, time and motion, tension, expression, and point of view. It is suggested that all of these areas should be considered equally important in the creation of an artistic television image. (Contains 14 references.) (Author/BEW)

ED 392 405   IR 017 696

Napoli, Philip M.
Forecasting the VCR: A Retrospective Assessment of Media Trade Press and Academic Forecasts of Its Impact on Broadcasting.
PUB DATE- Apr 96
NOTE- 33p.; Paper presented at the Annual Convention of the Broadcast Education Association (41st, Las Vegas, NV, April 14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; Case Studies; Information Technology; Prediction; *Predictive Validity; Research Methodology; Scholarly Journals; Videotape Cassettes; *Videotape Recordings
IDENTIFIERS- *Retrospective Analysis; *Trade Journals

Retrospective technology assessment (RTA) is the use of historical research to assess current and future technology issues. This paper uses the introduction of the videocassette recorder (VCR) as an RTA case study, focusing on the design, which in this case serves as the capstone of the program in Civil Engineering Technology at the College of Staten Island (New York). Fourteen weeks of class lecture topics, activities, and assignments are delineated. Coverage includes building codes, loads calculation, structural behavior, and design of beams and columns. The course description also provides the purposes and requirements of a term project in structural design. The course received highly positive evaluations from participants, many of whom remarked on the success of course materials and the term project progressing in parallel throughout the semester. (BEW)

ED 392 425 IR 017 716

DiBiase, Julie; Eisenberg, Michael
Mental Imagery in the Teaching of Functions.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 8p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Comprehension; Curriculum Development; *Curriculum Guides; Elementary Secondary Education; *Functions (Mathematics); Instructional Innovation; Mathematical Concepts; *Mathematics Curriculum; Mathematics Instruction; Visualization
IDENTIFIERS- *Mental Imagery; *Multimodal Methods

Few would argue that students struggle with understanding and representing functions. There are many theories on why the abstraction of mathematical processes poses such cognitive difficulty, but so far functional programming is most often taught in a manner that discourages the use of visual intuition. The paper, by contrast, describes a curriculum for students ages 9 to 15 that addresses the concept of higher-order functions by means of multi-modal imagery building. It discusses the mathematical importance of higher-order functions, outlines the motivation behind the curriculum, and offers a case study of a fifth-grade girl learning functional arguments via computer. (Contains 24 references.) (Author/BEW)

ED 392 426 IR 017 717

Neff, Norman D.
A Logic Programming Testbed for Inductive Thought and Specification.
PUB DATE- 95
NOTE- 5p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Computer Science Education; Higher Education; *Induction; Mathematics Education; *Programming Languages; Thinking Skills
IDENTIFIERS- Inferential Comprehension

This paper describes applications of logic programming technology to the teaching of the inductive method in computer science and mathematics. It discusses the nature of inductive thought and its place in those fields of inquiry, arguing that a complete

Deines-Jones, Courtney; Van Fleet, Connie
Preparing Staff To Serve Patrons with Disabilities. A How-To-Do-It Manual. How-To-Do-It Manuals for Librarians, Number 57.
PUB DATE- 95
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Access to Information; *Disabilities; Disability Discrimination; Employee Attitudes; Information Sources; Library Instruction; Library Personnel; *Library Services; Misconceptions; Older Adults; Outreach Programs; Reference Services; Staff Development; Training; *User Needs (Information); User Satisfaction (Information)

It is estimated that one in every five people in the United States has problems performing daily activities without help, perhaps due to the aging of the population and to more and more children surviving severe birth defects. The importance of library services to the disabled cannot be overestimated; they have the same information needs as any other segment of the population, but they often require innovative strategies to access that information. This book focuses on day-to-day practice rather than policy formation, providing tips, resources, and front-line procedures that library staff can use to provide quality service to non-traditional patrons like the disabled. Chapters are divided by service area, including: (1) "Library Orientation and Instruction"; (2) "Reader's Advisory and Reference Services"; (3) "Circulating Materials in the Library"; (4) "Outreach Services"; (5) "Programming"; (6) "Special Needs of Children and Young Adults"; (7) "Special Needs of Seniors"; (8) "The Importance of Training--What Front-Line Staff Members Can Do"; and (9) "Safety First!" Each chapter typically includes detailed hypothetical problems and solutions, suggestions for making the library and its materials physically accessible, suggestions for overcoming staff misconceptions or discomfort, and a list of print and electronic resources. The book also provides sample awareness checklists and sample forms that may be used when requesting materials or services for disabled patrons. (BEW)

ED 392 445 IR 055 827

Rupert, Libby, Comp.; And Others
Rhythm and Books: Feel the Beat! 1996 Florida Library Youth Program.
PUB DATE- 96
NOTE- 230p.; Funded by a Library Services and Construction Act grant. For the 1995 program, see ED 385 264.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Books; Discographies; Elementary Education; Elementary School Students; *Library Services; Literacy Education; *Music; Music Activities; *Reading Programs; Recreational Programs; *Rhythm (Music); Story Reading; Story Telling; Summer Programs; Youth Programs

conversion. The symposium agenda, a list of participants, and a list of participating vendors are provided. Many papers contain author abstracts and references. (BEW)

ED 392 465 IR 055 851

Doyle, Robert P., Comp.; Scarry, Patricia, Comp.
Guidelines on Library Twinning.
PUB DATE- 94
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Contracts; *Cultural Exchange; Cultural Pluralism; Developing Nations; *Exchange Programs; Foreign Countries; Librarians; *Library Cooperation; *Shared Resources and Services
IDENTIFIERS- UNESCO

This document serves as an overview of the many forms of library twinning, or formal exchanges of materials and/or staff between two institutions. Twinning can be reciprocal, but often involves a one-way arrangement whereby a library in a developing country receives a visit from a librarian of a developed country. Either way, both institutions can benefit from exposure to another culture. The document provides an overview of the benefits and history of library twinning, tips for implementing a binding agreement, and examples of twinning programs. Appendices include a sample request for a twinning partner, prototype memorandum of agreement, addresses and phone numbers of sister city/twinning organizations, an annotated list of book donation programs, samples of staff exchange programs, and a glossary of acronyms. (Contains 36 references.) (BEW)

ED 392 466 IR 055 852

Tennant, Roy
Internet Basics: Update 1996. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 96
NOTE- 4p.; For original 1992 edition, see ED 348 054.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; Computer Mediated Communication; *Computer Networks; Costs; Databases; *Electronic Mail; *Information Retrieval; *Internet; Microcomputers
IDENTIFIERS- Communications Protocols; *Connectivity; ERIC Digests; File Transfer Protocol; Listservs; Telnet; World Wide Web

This update to a previous digest briefly describes the Internet computer network, the physical connections and communication protocols that make it possible, and the applications and information resources the network provides. The applications covered include electronic mail and listservs, the world wide web, telnet connections with remote library catalogs or databases, and file transfer protocol (FTP). Often barriers of distance, time, and cost that are significant with other forms highlighting findings related to instruction, support services, and facilities; (4) staff composition, focusing on staff diversity and the ratio of full- to part-time faculty; (5) fiscal condition, presenting data on general funds, partnership grants, and fiscal stability; (6) local indicators, developed to strengthen the connection of systemwide goals to CCSF programs and activities; and (7) planning, providing information on campus profiles, a curriculum research project, service area enrollment, planning assumptions, and external environmental trends. Appendixes include data on enrollment by zip code and service area, enrollment by zip code for each CCSF campus, and the location of CCSF campuses in San Francisco. (TGI)

ED 392 484   JC 960 145

Wilson, Charles E.
Development of Recommendations To Improve Minority Faculty Hiring Procedures at Kansas City Kansas Community College.
PUB DATE- Oct 94
NOTE- 78p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affirmative Action; College Planning; Community Colleges; Employment Practices; Equal Opportunities (Jobs); *Faculty; Faculty Development; *Faculty Integration; *Faculty Recruitment; Mentors; *Minority Group Teachers; School Policy; Two Year Colleges
IDENTIFIERS- *Diversity (Faculty); *Kansas City Kansas Community College

In response to the small number of minority faculty at Kansas City Kansas Community College (KCKCC), a study was conducted to develop a set of recommendations to improve minority faculty hiring procedures and provide information and guidelines useful to administrative staff for recruiting minority faculty members. Criteria for establishing policy recommendations were developed from a literature review and telephone interviews with seven college personnel officers. Following a review of the criteria by three personnel experts and additional telephone interviews, recommendations for improving minority hiring were established, including: (1) listen to minority faculty's needs; (2) establish strategies to prepare the campus for intellectual, social, ethnic, and cultural diversity; (3) establish a staff conversion program to identify minority staff members in instructional support departments who may be interested in teaching; (4) establish diversity programs in all divisions and departments; (5) determine which universities have minorities in the pipeline by discipline and start early recruitment efforts; (6) develop relationships with minority organizations to seek their assistance in identifying qualified individuals for faculty positions; (7) develop minority candidate pools; (8) include minorities in all phases of the recruitment efforts; (9) make efforts to keep minority faculty in the face of proposed budget cuts; (10) have current faculty serve as mentors to minority graduate students at area universities; (11) establish curriculum vitae banks; and (12) establish summer teaching and research opportunities to interest minority graduate students. Contains 36 references. Appendixes include data on KCKCC faculty and affirmative action policies and feedback forms for developing the policy recommendation criteria. (TGI) writing, research techniques, word processing, and project planning. The project attempts to demonstrate what can be accomplished through effective articulation of secondary and postsecondary education, exposes individuals to a multicultural perspective, and promotes cross-disciplinary awareness. Twenty-four students participated in the first semester of the course, but due to problems with course scheduling and project coordination, only three received college credit. Suggestions for planning similar programs are included. Appendixes include a concept paper, instructional schedule, course outline, list of activities, and syllabus for the course; a description of the first oral history interviewing project; and ideas for presentation planning. (TGI)

ED 392 501   JC 960 165

The Human Resources Certificate of Advanced Mastery Curriculum Framework and Statewide Articulation Projects. A Senate Bill 81 Project of the 1993 Oregon Legislature.
PUB DATE- 30 Sep 95
NOTE- 237p.; Six IBM-compatible computer diskettes containing the curriculum materials developed to accompany this document are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Articulation (Education); Community Colleges; *Curriculum Development; Educational Certificates; Job Skills; *Mastery Learning; Partnerships in Education; Statewide Planning; *Student Evaluation; Technical Education; *Tech Prep; Two Year Colleges; Work Experience Programs
IDENTIFIERS- *Oregon

In 1993, the Oregon Legislature funded six curriculum development projects to design frameworks for integrating academic content with technical skills, work behaviors, sample teaching activities, and assessment strategies appropriate to the state's Certificates of Advanced Mastery (CAMs). This report describes results for the six projects as of fall 1995, the projects' ending date, and presents materials developed. The first section provides background information on the legislation, Certificates of Initial Mastery and CAMs, and goals of the project related to curriculum development, articulation, and cooperation among high schools, community colleges, four-year colleges and universities, business and industry representatives, and parents. The bulk of the report presents results for the six CAM Curriculum Frameworks, covering the areas of arts and communications, business and management, health services, human resources, industrial and engineering systems, and natural resource systems. Except for the section on the arts and communications curriculum, each section provides information on the purpose, design, and development of the framework, as well as on proficiency standards in the curriculum. In addition, the section related to the human resources curriculum provides information on efforts to articulate the curriculum with secondary schools and community colleges. The final section provides a user's guide to the CAM Information Network, an electronic bulletin board established by the project to disseminate information on the curricula. (TGI)

ED 392 502   JC 960 166

values and beliefs about teaching, the organization's educational philosophy, and ASCD's 3-High Achievement Model. Chapter 1, "Educating Everybody's Children" (Marie Carbo), provides a demographic portrait of poverty, race, and ethnicity of America's children; school funding inequities; and the need for a shift in paradigms. Chapter 2, "Barriers to Good Instruction" prepared by the ASCD Advisory Panel on Improving Student Achievement, presents an overview of attitudes, beliefs, and institutional practices that are often barriers to good instruction. Chapter 3, "A Baker's Dozen: Effective Instructional Strategies" (Lloyd W. Kline) presents strategies that range in complexity and magnitude, cut across content areas, and share the following characteristics: they are inclusive (not exclusive), work best in context with other ideas, focus on students working with social situations, are interactive and interdisciplinary, and empower students to be actively involved in their own learning (the chapter contains a bibliography of 138 items). Chapter 4, "Diverse Teaching Strategies for Diverse Learners" (Marietta Saravia-Shore and Eugene Garcia) discusses teaching strategies shown by research to be effective in educating student learners from diverse racial, ethnic, cultural, and linguistic backgrounds, and who come from communities of low socioeconomic status. Chapter 5, "Strategies for Increasing Achievement in Reading" (Marie Carbo and Barbara Kapinus) examines the state of the art of reading instruction and details classroom techniques that enhance reading achievement. Chapter 6 focuses on "Strategies for Increasing Achievement in Writing" (Sally Hampton), while chapter 7 presents strategies for Increasing Achievement in Mathematics" (Beatriz d'Ambrozio and others). Chapter 8 discusses "Effective Strategies for Increasing Achievement in Oral Communication (James Chesebro and others). The final chapter, titled "ASCD Talks Back," provides an opportunity for educators to respond to the ideas in the book. Contains over 100 references. (DR)

ED 392 519   PS 023 862

Khattab, Mohammad Salih
A Comprehensive Review of the Status of Early Childhood Development in the Middle East and North Africa.
PUB DATE- 95
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Development; Day Care; Day Care Centers; *Developing Nations; *Early Childhood Education; *Educational Planning; *Educational Policy; Foreign Countries; Program Evaluation; Questionnaires
IDENTIFIERS- *Africa (North); *Middle East; UNICEF

This report reviews the status of early childhood education (ECE) programs in UNICEF's Middle East and North Africa region. The report compiles information about ECE programs in 18 countries based on a questionnaire sent to UNICEF country offices and other sources. The introduction sets out the economic and social rationales for investing in early childhood education. Chapter 1 reviews the existing regional literature on early childhood education. Chapter 2, the bulk of the report, presents profiles of early childhood education in 18 Middle Eastern and North African countries: Algeria, Bahrain, Djibouti, Egypt, Iran, Iraq, Jordan, Lebanon, Libya, Morocco, Child and Adolescent Health Policy Center (CAHPC). The papers are as follows: (1) "Defining the Issues and Planning for Change: Health Care Systems, Primary Care, and Reform" (David Heppel); (2) "Health Care systems and Primary Care for Children and Adolescents: Overview and Context" (Bernard Guyer and others); (3) "Delineating Public Roles in Planning, Providing, and Evaluating Primary Care Services for Children and Their Families: Les Nouveax Miserables--Modern Victims of Social Asphyxia" (David R. Smith); (4) "Assessing the Status of Primary Care Services: A Working Approach" (Barbara Starfield); (5) "Developing Population-Based Datasets at National, State, and Local Levels: Potential and Promise" (Deborah Klein Walker); (6) "Assessing the Status of Primary Care Services: Early Experiences of the Child and Adolescent Health Policy Center in Evaluating Primary Care" (Charlyn E. Cassady); (7) "Assessing Needs and Monitoring Progress in the Delivery of Primary Care Services for Children and Youth" (David M. Stevens and others); (8) "Community System Assessment and Child Health Planning in Iowa" (Charles E. Danielson and others); (9) "Evaluating the Delivery of Pediatric Primary Care in New York City" (Lucille Rosenbluth); (10) "Accountability in Primary Health Care Systems: Conceptual Frameworks and Policy Challenges" (Bernard Guyer and others); (11) "Primary Care Provider and System Challenges in Caring for High-Risk Children and Families" (Larry Culpepper); (12) "Meeting the Contemporary Needs of Children and Youth with Developing Primary Care Systems: Issues for Pediatricians in Health Care Reform" (Susan Aronson); (13) "CHIP--A Community Model for a Comprehensive Health Care System" (Peggy Balla); (14) "Pediatric Primary Care Systems Development Initiatives in Arizona" (Jane Pearson); (15) "Health Care Reform and Public Health Consideration in Alabama" (Larry Menefee); (16) "Public Health and Health Care Reform: Healthy People in Healthy Communities" (Martin Wasserman); (17) "What's Needed to Move Forward? State MCH Program Perspectives" (Maxine Hayes); and (18) "Commentary and Closure" (Bernard Guyer). Two appendices include the workshop agenda and a list of participants. (DR)

ED 392 538   PS 024 024

Renard, Rosamunde
What Mothers Have To Say. Evaluation: Parents as Teachers. Programme: Part One.
SPONS. AGENCY- United Nations Children's Fund, New York, N.Y.
PUB DATE- Jan 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Early Childhood Education; *Family (Sociological Unit); *Family Characteristics; Family Violence; Fathers; Foreign Countries; *Parents as Teachers; Poverty; Preschool Education; Sexual Abuse; Substance Abuse; Surveys
IDENTIFIERS- Saint Lucia

A survey was administered to families in St. Lucia during home visits between November 1993 and July 1995, after the local Parents As Teachers Programme had been affiliated with the Parents As Teachers Program in St. Louis, Missouri (affiliation took place in 1991). In all, 2000 home visits were conducted in the communities of Laborie, Banse, Soufriere, Augier, Vieux-Fort and Choiseul by eight parent educators, six St. Lucian and two American Peace Corps volunteers. Family profiles were gathered which revealed that 78% of mothers and fathers had only primary education; 51% of the mothers were between 20 to children spoke Malay, with nearly 65 percent of this number also speaking English. All of the children watched television daily, most for one or two hours. Most of the parents surveyed were about 25 years old. Seventy percent of mothers worked as either teachers or government employees. Nearly 58 percent of fathers worked for the government; nearly 16 percent worked as teachers, and about 12 percent worked in the private sector. Most parents (nearly 82 percent) felt equally responsible for disciplining their children. Most parents have high aspirations for their children's education, including the attainment of at least a Bachelor's degree. The study is considered a beginning effort for attempts to gather data on parenting. (JW)

ED 392 557 PS 024 118

Child Abuse and Neglect: Critical First Steps in Response to a National Emergency.
PUB DATE- Aug 90
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Change Strategies; *Child Abuse; *Child Neglect; *Child Welfare; Coordination; Definitions; Ethnicity; *Family (Sociological Unit); Family Problems; Foster Care; Government Role; Leadership; *Planning; Poverty; Substance Abuse
IDENTIFIERS- *Child Protection; Child Protective Services; Public Private Partnership Programs

The need for a national strategy on child abuse and neglect has reached crisis proportions. This report declares child abuse and neglect a national emergency and presents the key elements of a national response to this crisis. Following an executive summary, the report is divided into three parts. Part 1, "The Need for a National Strategy on Child Abuse and Neglect," presents the declaration of a national emergency, describes the activities of the U.S. Advisory Board on Child Abuse and Neglect, and delineates the Board's response to the emergency. Part 2 presents an overview of the problem of child abuse and neglect in America and the nation's public- and private-sector attempts to protect children from maltreatment, including discussions of: (1) the scope of the problem; (2) its complexity; (3) the relationship of child abuse and neglect to changes in family and community life; (4) the nature of the child protection system; (5) the crisis in that system; (6) the relationship of government to the crisis; and (7) a proposed program of reform. Section 3, "Recommendations for Change," presents the Board's recommendations organized into eight areas: recognizing the national emergency, providing leadership, coordinating efforts, generating knowledge, diffusing knowledge, increasing human resources, providing and improving programs, and planning for the future. Each part contains notes with numerous resources. Seven appendices contain information on the U.S. Advisory Board on Child Abuse and Neglect; membership of the National Child Abuse Coalition; and "Recommendations: First Report of the U.S. Advisory Board on Child Abuse and Neglect." (DR)

ED 392 558 PS 024 122

Language and Folklore Project, 1938-41" (Floyd Lounsbury); (11) "Three WPA Stories"; (12) "Recollections of the Oneida Language Revival, 1972-85, by Participants in the Program" (Orville Clark and others); (13) "Oneida Traditions" (Gloria Halbritter and others); (14) "Educating the Next Generation of Oneidas" (Norbert S. Hill, Jr.); (15) "Oneida Educational Planning: Assessing Community Needs Today" (Rosalie M. Robertson); and (16) "Educational Development for the Oneida Reservation: The Oneida Tribal School and Beyond" (William A. Gollnick). Contains maps, an index, and a select bibliography. (LP)

ED 392 573 RC 020 455

Arden, Harvey; Wall, Steve
Wisdomkeepers: Meetings with Native American Spiritual Elders.
PUB DATE- 90
NOTE- 128p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Historical Materials (060),Books (010)
DESCRIPTORS- *American Indian Culture; *American Indian History; American Indian Reservations; American Indians; *Community Leaders; Consciousness Raising; Cultural Activities; *Cultural Maintenance; Nonformal Education; Oral History; Profiles; Tribal Sovereignty
IDENTIFIERS- *Native Americans; Origin of Life; *Spirituality; Wisdom

This book documents meetings with Native American elders who shared their tribal stories of origin, sacred traditions, social life and customs, and traditional wisdom. The idea for the book began when a Cherokee medicine man requested that his tribal knowledge be documented for future generations. For the past 10 years, the spiritual elders of various Native American nations have met to share their tribal stories. Using the elders' own words, the book profiles: Charlie Knight (Ute); Frank Fools Crow (Lakota); Audrey Shenandoah (Onondaga); Mathew King (Lakota); Corbett Sundown (Seneca); Harriett Starleaf Gumbs (Shinnecock); Eddie Benton-Banai (Ojibway); Vernon Cooper (Lumbee); Oren Lyons (Onondaga); Leila Fisher (Hoh); Buffalo Jim (Seminole); Tom Porter (Mohawk); Thomas Banyacya (Hopi); Uncle Frank Davis (Pawnee); Leon Shenandoah (Six Nations Iroquois Confederacy); Irving Powless, Sr. (Onondaga); and Louis Farmer (Onondaga). Includes many photographs. (LP)

ED 392 574 RC 020 457

Brush, Stephen B., Ed.; Stabinsky, Doreen, Ed.
Valuing Local Knowledge: Indigenous People and Intellectual Property Rights.
SPONS. AGENCY- National Science Foundation, Washington, DC. Ethics and Values in Science and Technology Program.
PUB DATE- 96
NOTE- 351p.; Based on papers prepared for a conference "Intellectual Property Rights and Indigenous Knowledge" (Lake Tahoe, CA, October 5-10, 1993).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- American Indian Culture; American Indians; *Conservation (Environment); *Ethics; Higher Education; *Indigenous Populations; *Intellectual Property; *Natural Resources
IDENTIFIERS- Biological Diversity; *Knowledge Utilization;

illustrated children's books present traditional Hopi tales in bilingual format. Based on a story told by Herschel Talashoema, "Coyote & Little Turtle" tells how Little Turtle tricked Coyote into carrying him from the hot sand that burned his feet to Little Turtle's home in a spring. This book includes a description of how the story was recorded and translated; a section for parents and teachers on Hopi grammar, pronunciation, and different words used by men and women; English-Hopi and Hopi-English glossaries; and illustrations by Hopi elementary students in Hotevilla-Bacavi Community School. Based on a story told by Eugene Sekaquaptewa, "Coyote & the Winnowing Birds" relates how the birds, who were gathering and winnowing grass seeds to put away for the coming winter, outsmarted Coyote, who wanted to catch and eat them. This book includes a section on the Hopi alphabet and pronunciation, English-Hopi and Hopi-English glossaries, and illustrations by Hopi elementary students. (SV)

ED 392 591 SE 056 351

Doig, Brian
Activities and Assessment In Mathematics.
PUB DATE- 95
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Data; Elementary Education; Foreign Countries; Learning Activities; *Measurement; *Number Concepts; *Problem Solving; Student Evaluation; Worksheets
IDENTIFIERS- Australia; *Mathematics Activities

This document is a collection of over 200 classroom-ready activities which cover the five strands--Number, Space, Measurement, Chance and Data, and Problem Solving--outlined in Mathematics: A Curriculum Profile for Australian Schools. Each activity is a separate photocopy master, the front for the students to use and the back an assessment page for the teacher to use. The assessment criteria for each activity allow diagnostic information to be gathered as children are working, rather than at the end of a term or unit. Support material in the form of grid sheets, nets of solids, recording sheets, and a teacher's manual make up the package. The teacher's manual contains discussions of format and selection of activities, preparation, organizing, keeping records, assessment, and integrating other learning areas. (MKR)

ED 392 592 SE 056 903

Fluellen, J. E.
FOOTSTEPS: A Story of One Child's Construction of Higher Order, Logical Mathematical Intelligence.
PUB DATE- 30 Jun 95
NOTE- 33p.; A product of the Philadelphia Writing Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; *Constructivism (Learning); Educational Research; *Elementary School Students; Grade 5; *Intelligence; Intermediate Grades; *Mathematical Concepts; Observation

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; Environmental Education; *Interdisciplinary Approach; Science Activities; *Wetlands

This book presents interesting lessons about freshwater and saltwater wetlands, the creatures that inhabit them, and individuals who have played an important role in saving them. Activities in this book give students a chance to do their own research, perform experiments, use field guides, and work with maps and diagrams. Students are asked to keep a journal to record new information, first-hand observations, opinions, and creative ideas. They investigate their neighborhoods to find a wetland, explore it, and share their findings with the class. The activities in this book are divided into six sections: Bogs, Marshes, Prairie Potholes, Swamps, Estuaries, and Tidal Marshes. Evaluation instruments are also included. (JRH)

ED 392 618 SE 057 794

Lieblich, Suzanne, Ed.
Understanding Our Environment: User's Guide.
PUB DATE- 95
NOTE- 12p.; For all seven units in this series, see SE 057 795-801.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Cooperative Learning; Elementary Secondary Education; *Environmental Education; Hands on Science; *Investigations; Science Activities; Science Curriculum

This project is designed to engage students in investigating specific environmental problems through concrete activities and direct experiences. In doing so, it fosters an awareness of the importance of informed concern about environmental issues. This resource is directed toward accomplishing the following goals: promoting students' understanding of the relationship between humankind and the environment; developing students' ability to identify and initiate action to solve problems; promoting an understanding of the complexity of issues, the difficulty of their resolution, and an awareness of different points of view; and developing students' process skills and knowledge of selected science topics. The materials are geared primarily toward students in grades 6 through 9 and include a variety of activities of different lengths and levels of difficulty, as well as extensions intended for older and younger students. This project consists of eight books: User's Guide, Planet, Air, Water, Land, Life, People, and Challenge and associated materials such as color transparencies, posters, and brochures. Each booklet is a self-contained unit. The units may be used as separate modules, or may be combined to form a course. The User's Guide includes: a list of enclosures, credits, origin of the project, contents and description, and a student assessment questionnaire. (JRH)

ED 392 619 SE 057 795

Callister, Jeffrey C.; And Others
Understanding Our Environment: Planet.
PUB DATE- 95
NOTE- 55p.; For all seven units in this series, see SE 057 794-

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; *Botany; *Cytology; Elementary Education; Microbiology; *Science Activities; Science Instruction; Worksheets
IDENTIFIERS- American Association for Advancement of Science

This booklet, one of six in the Living Things Science series, presents activities about cells which address basic "Benchmarks" suggested by the American Association for the Advancement of Science for the Living Environment for grades 3-5. Contents include background information, vocabulary (in English and Spanish), materials, procedures, extension activities, and worksheets. The worksheets are presented in both English and Spanish versions. Suggestions for use of the activities include using student grouping, a related readings center, and journal keeping. Activity names are: "Building Blocks," "Magnifiers and Microscopes," "Plant and Animal Cells," "It's All Here," "Create-A-Cell," "On the Move," "Passing Through," "A Day in the Life of Chris C. Cell," "Living in the Colonies," and "What Does What?" An appendix contains illustrations of sample plant animal cells, and lists of fiction and non-fiction readings. (MKR)

ED 392 640 SE 057 970

Camp, Carole Ann, Ed.
Invitations to the Matter-Energy Cycle. Teacher-Friendly Science Activities with Reproducible Handouts in English and Spanish. Grades 3-5. Living Things Science Series.
PUB DATE- 95
NOTE- 57p.; For other booklets in the series, see SE 057 967-972.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; *Energy; Environmental Education; *Food; *Matter; *Physical Sciences; *Science Activities; Science Instruction; Worksheets
IDENTIFIERS- American Association for Advancement of Science; *Food Supply; *Food Webs

This booklet, one of six in the Living Things Science series, presents activities about matter and energy which address basic "Benchmarks" suggested by the American Association for the Advancement of Science for the Living Environment for grades 3-5. Contents include background information, vocabulary (in English and Spanish), materials, procedures, extension activities, and worksheets. The worksheets are presented in both English and Spanish versions. Suggestions for use of the activities include using student grouping, a related reading center, and journal keeping. Activity names are: "Food Mountain," "Food Journal," "Are We Really Vegetarians?," "Human Food Chain Demonstration," "Designer Leaves," "Energy for Life," "Decomposition," "Plastic or Paper," "Discovering Mold," and "Fungi Hunt." Lists of fiction and non-fiction readings are included. (MKR)

ED 392 641 SE 057 971

Camp, Carole Ann, Ed.
Invitations to Interdependence: Caught in the Web. Teacher-

have similar opportunities from area agencies; (2) that as many, or more, services applicable to men have been added since 1985, then dropped; (3) that men often do not seek services for a variety of reasons, but the most common reason is that it is "not masculine" to ask for help; and (4) that the most needed services involve employment, chemical dependency, violence/anger/stress management, and self-esteem. (EH)

ED 392 662 SO 025 431

Dempsey, Hugh A.
Indian Tribes of Alberta. Revised, Expanded, and Updated.
PUB DATE- 86
NOTE- 103p.; Some photos may not copy well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Culture; *American Indian History; *American Indians; American Indian Studies; *Canada Natives; *Canadian Studies; Cultural Background; Foreign Countries; *Indigenous Populations
IDENTIFIERS- *Alberta

This book recounts the story of the Indians in Alberta, Canada. Pictures and maps help in the explanation of these facts. The Indians described include the: (1) Blackfoot Nation (Blackfoot, Blood, Peigan Tribes); (2) Sarcee Tribe; (3) Stoney Indians; (4) Plains Cree; (5) Woodland Cree; (6) Chipewyan Indians; (7) Beaver Indians; (8) Slavey Indians; (9) Ojibwa Indians; (10) Iroquois Indians; (11) Gros Ventre Indians; and (12) Shoshoni, Kootenay, and Crow Indians. A list of sources cited and suggestions for further reading are included. This volume provides background information for secondary educators teaching about North American Indians. (EH)

ED 392 663 SO 025 463

Triebwasser, Marc A.
The End of Mass Society?: A Preface to Telecommunications Politics.
PUB DATE- Sep 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31-September 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agenda Setting; *Communications; Higher Education; Information Technology; Mass Media; Mass Media Effects; *Politics; Social Science Research; *Technology; *Telecommunications

This paper suggests that throughout human history technological revolutions have often created the potential for social revolutions as these new ways of doing things were applied to society. Often, it has been these changes in technology, more than ideology, that have created changes in the way human society is organized. The document contends people today are experiencing a telecommunications revolution that will have a major influence on the way they live. The paper divides the political interests into two camps: (1) the Internet camp with a decentralized approach to telecommunications development; and (2) the telephone and cable companies that seek to establish bottlenecks in the communications process to maintain near

Materials; *Regional Characteristics; Resource Materials; Resources
IDENTIFIERS- *Guam; *Micronesia

This article lists reference sources for studying Guam and Micronesia. The entries are arranged alphabetically by main entry within each section in the categories of: (1) bibliographical works; (2) travel and guide books; (3) handbooks and surveys; (4) dictionaries; (5) yearbooks; (6) periodical and newspaper publications; and (7) audiovisual resources. Each entry gives complete bibliographical reference information. The works listed here fill what would otherwise be a significant bibliographic gap and help to define the rich cultural heritage in a part of the Pacific Ocean increasingly affected by the pressures of a shrinking world. (EH)

ED 392 685 SO 025 801

Stroble, Robert E.
Indonesian Awareness (Ideas for Lessons on Indonesia for Primary Grades). Grade 1--Families; Grade 2--Communities; Grade 3--Cities. Working Draft.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Foreign Countries; Geography; Global Education; Instructional Materials; Multicultural Education; Primary Education; *Social Studies; Units of Study
IDENTIFIERS- *Indonesia

This paper provides activities to help in teaching elementary students about Indonesia. Grade 1 activities focus on family life in Indonesia along with a map and flag to help teach students about the country. Grade 2 activities involve learning of the Indonesian community and how people might live, work, play and learn. Grade 3 activities focus on city life in Indonesia. (EH)

ED 392 686 SO 025 807

Ruiz, Octavio Madigan; And Others
Many Faces of Mexico.
PUB DATE- 95
NOTE- 358p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Cross Cultural Studies; Foreign Countries; *Latin American Culture; *Latin American History; *Latin Americans; *Mexicans; *Multicultural Education; Social Studies; United States History; Western Civilization
IDENTIFIERS- *Mexico

This resource book braids together the cultural, political and economic realities which together shape Mexican history. The guiding question for the book is that of: "What do we need to know about Mexico's past in order to understand its present and future?" To address the question, the interdisciplinary resource book addresses key themes including: (1) land and resources; (2) borders and boundaries; (3) migration; (4) basic needs and economic issues; (5) social organization and political participation; (6) popular culture and belief systems; and (7) perspective. The book is divided into five

Shall We Welcome?"; (4) "What It's Like to Flee"; (5) "Refugees in Need"; (6) "Are These Refugees?"; (7) "The Art of Refugee Children"; and (8) "The Real Person's Experience." Appendices include: (1) Selected Church Teachings for Understanding Refugee Ministry; (2) Glossary of Immigration and Refugee Terms; (3) Suggested Readings and Other Resources (books, periodicals, and audio-visual materials); and (4) Teacher's Evaluation Form. (EH)

ED 392 709 SO 025 889

Linnenbrink, Lisa; Anderman, Eric M.
Motivation and News-Seeking Behavior.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). Research supported by a grant from Whittle Communications.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attention; Citizen Participation; *Citizenship Education; Citizenship Responsibility; Comprehension; *Controversial Issues (Course Content); *Current Events; Intermediate Grades; Middle Schools; *Perception; Public Affairs Education; Secondary Education; Social Problems; Social Studies

This study focuses on students' acquisition of current events knowledge, attitudes about the news, and motivation to seek the news as it relates to news seeking behavior and studying current events in school. A current events knowledge test of 53 true/false items and a questionnaire assessing motivation strategy use toward current events were administered to 451 students from 5 midwestern high schools, 1 southeastern high school, and 1 middle school. A sub-sample of the students from two classrooms in one of the schools was further examined with teacher interviews on how they incorporate the study of current events into their classrooms and their goals for use of current events knowledge. In general, those students who watched the least amount of television news and read the news the least had the poorest responses on the current events knowledge test, news attitudes measures, and motivational measures, while those who watched television and read the news the most had the most adaptive responses on these measures. Contains 12 references. (EH)

ED 392 710 SO 025 890

Byrnes, Ronald S.
Interrupting Ordinary Expectations in the Social Studies.
PUB DATE- 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; Conventional Instruction; *Creative Teaching; Instruction; Secondary Education; *Social Studies; Teacher Behavior; Teacher Effectiveness; *Teaching Methods; *Teaching Styles

This paper reports on one secondary social studies teacher's outcomes, especially studies that document and describe desirable practices. The paper is divided into the following sections: (1) "Introduction"; (2) "Factors that Contribute to the Value of Research Studies"; (3) "Quantitative Methods"; (4) "Qualitative Methods"; (5) "Shift in Focus from Methods to Questions"; and (6) "Needed Research in Social Studies." (EH)

ED 392 735 SO 026 077

Brophy, Jere; VanSledright, Bruce
Longitudinal Analysis of Fifth-Graders' History Learning.
PUB DATE- Nov 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Evaluation Methods; *Grade 5; *History Instruction; Intermediate Grades; Learning; *Social Studies; Student Attitudes; *Student Evaluation; *United States History

This paper summarizes and discusses the findings from interviews of 10 fifth graders conducted before and after each of their six U.S. history units. Special reference is made to potential curricular and instructional implications from the findings. The 10 students began the year with little historical knowledge and they displayed numerous mistaken assumptions, naive conceptions, and (in some cases) fanciful imaginations in their efforts to construct understandings. Many of these, especially about factual specifics, were replaced with more valid conceptions as the year progressed. However, certain confusions and misconceptions persisted and distorted most students' learning, especially those rooted in vague understanding of the time lines involved or in conflation of learning from historical and from literary (fictional) sources. Higher achieving students generally began with more (and more accurate) prior knowledge and learned more key ideas, but individual differences in interest in history created noteworthy qualifications on the generalization. (Contains 14 references.) (EH)

ED 392 736 SO 026 234

Kemble, Penn
Resisting the Isolationist Temptation.
PUB DATE- 93
NOTE- 19p.; Paper presented at an international visitors program (Pittsburgh, PA, September 22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Foreign Policy; Global Approach; Global Education; Higher Education; International Communication; *International Cooperation; *International Programs; International Relations; *World Affairs
IDENTIFIERS- Internationalism; Isolationism; *United States Information Agency

Public and congressional opinion of U.S. involvement in world affairs has begun shifting from support to opposition. Recent public opinion polls and congressional decisions such as the one to re-direct $100 million of the United States Information Agency's (USIA) budget to Midwest flood relief indicate waning advocacy for internationalism and a growing tendency toward isolationism. Lack of a clear understanding about the impact of

Building Training on the Pillars: Applying Total Quality in the Classroom.
PUB DATE- Apr 95
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; College Instruction; Data Collection; *Educational Philosophy; Faculty Development; Higher Education; *Human Resources; *Labor Force Development; Research Methodology; *Teaching Methods; *Total Quality Management
IDENTIFIERS- *Continuous Improvement; Respect

This paper focuses on the application of total quality management (TQM) in human resources development. It analyzes writings of five leading total quality authors from which four basic principles, or pillars, are derived as the basis for the application of total quality within the instructional setting. The pillars are: (1) customer satisfaction; (2) continuous improvement; (3) speaking with facts, i.e., collecting data so that valid conclusions may be drawn and decisions, including those made by management, may have a basis in these same facts; and (4) respect for people, both learners and instructional staff. Process strategies were developed for actualizing the four pillars in an educational setting. They were applied in two university courses, one an introductory course in human resources development, and the other a course on implementing TQM. A number of strategies, activities, forms and other documents developed in the pilot efforts have been implemented in courses in other settings. Implications of these pillars for human resources development suggest that, once exposed to this approach, people who may have thought of themselves in preservice training as employees or learners, see themselves as customers with needs and desires to satisfy, and that false expectations can be created if there is no opportunity to change instruction during the course or if the instructor does not have the ability to make the changes. Finally, skill in managing small instructional groups is essential for ensuring the success of experiential learning. (ND)

ED 392 754 SP 036 490

Ledic, Jasminka
Teaching Philanthropy in Croatia: Problems and Projects.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Higher Education; *Philanthropic Foundations; Preservice Teacher Education; *Private Financial Support; *Public Support; *Teacher Education Curriculum
IDENTIFIERS- *Croatia; *Philanthropists

This paper describes "Initiating Philanthropic Activities in Croatia (Rijeka) through Teacher's Education," a project started in 1995 and supported by the Indiana University Center on Philanthropy, and designed to help promote the values of include: (1) the program brochure; (2) tables of contents for mathematics modules and for the integrated science school-based assessment assignments showing program accessibility; (3) information on designing materials for and supporting busy learners to show course management flexibility; (4) graphics, reading exercises, and home science experiments showing relevance and functionality; (5) an integrated science module table of contents, introduction, summary and glossary, a module test marking sheet, and a science module; (6) data on program employee gender, sample edits of program materials highlighting sexist material, and material on identifying and correcting sexist language to demonstrate the program's accessibility, inclusiveness, and simplicity; and (7) a sample radio announcement to show the program's delivery and support system. (JB)

ED 392 772 SP 036 518

Malenka, Margaret M.
Searching Literature for Moral Guidance: The Development of a Prospective English Teacher.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Critical Reading; English Instruction; English Teacher Education; *English Teachers; Higher Education; High Schools; High School Students; *Intellectual Development; Literary Criticism; *Literature Appreciation; Moral Development; *Moral Values; Preservice Teacher Education; Student Attitudes; *Student Development; Teacher Attitudes
IDENTIFIERS- *Perry (William G Jr)

This report examines the development of one prospective English teacher's thinking about what it means for secondary students to learn literature and what it would mean for her to teach it. The prospective teacher was one of 14 research participants in the "Understanding Literature for Teaching" study of the National Center for Research on Teacher Learning (NCRTL). She was interviewed at the beginning and again at the conclusion of her college English program. Each interview covered three areas: her experiences with literature, including within her family and school; her conceptions of literature, including her responses to theories of criticism and analysis of a specific text; and her ideas of teaching literature within specific educational contexts with particular texts. A central issue of her development was her struggle to define morality. She was raised in a home that gave equal weight to all views; in high school she struggled with the possibility of multiple viewpoints and the presence of ambiguity. After she became a "born again" Christian, she valued literature that reflected biblical teaching and moral absolutes, but continued to perceive a place for multiple truths in literature. In college, as she grew in knowledge of authors' craft and tools, she applied this knowledge to her analysis of texts in order to reach their "core" meaning and arrive at a "correct" interpretation of them. She intended to teach her prospective students to do this as well. In her senior year an unplanned pregnancy prompted her to reconsider her rigid positions and try to "look through others' eyes" to learn from them and

Secondary Education; *Field Dependence Independence; Higher Education; Learning Strategies; Preservice Teacher Education; *Sex Differences; *Student Characteristics; *Thinking Skills
IDENTIFIERS- *Group Embedded Figures Test; Preservice Teachers

The cognitive styles of Education majors at a southern university were examined over a five-year period. The Group Embedded Figures Test (GEFT) was administered to 537 students in an introductory education course. This test identifies field-dependent (FD) and field-independent (FI) learning styles. Two hundred twelve students were retested at the conclusion of their internships. In the interim, course grades across six required undergraduate courses were compared with cognitive style. Findings indicated that the students became more field-independent (mean increase of 1.5). Males tended to be more FI than females, but females performed better academically across the six courses. Further significant correlations exist between the students grades in the six courses, and the students with the higher course grades had higher embedded figures scores (indicating they were more field-independent). Significant F values were found in four courses. A similar pattern, though not significant, was found in the other two courses. Students with higher course grades generally had higher mean embedded figures scores in six selected courses. (Contains 24 references.) (Author)

ED 392 789 SP 036 541

Singleton, Dorothy L.; Masztal, Nancy B.
Are Student Teachers Acquiring the Ultimate of Field Experiences?
PUB DATE- Nov 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cooperating Teachers; Educational Strategies; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Experiential Learning; Field Experience Programs; Higher Education; Integrated Curriculum; Multicultural Education; *Preservice Teacher Education; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Teaching Methods
IDENTIFIERS- *Preservice Teachers

The purpose of this study was to determine if preservice teachers, during their student teaching experiences, were utilizing the strategies they had learned in university methods courses, and if these strategies were being modeled by the supervising teachers. Responses were obtained from 31 preservice elementary teachers. Students responded to questions based on the following constructs: classroom management; type of assessment; experiential learning; integrative curriculum; and multicultural education. A comparison of the means of the two groups (e.g., student teachers vs. supervising teachers) was made through the use of t-tests. There was a significant difference between how the student teachers perceived their use of effective instructional strategies and what they reported they had observed being used by their supervising teachers in all areas but one. The findings of this study indicate the need for closer collaboration between university student teacher field supervisors and supervising teachers. (Contains 13 references.) (Author/ND)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Aspiration; College Bound Students; *College Entrance Examinations; Core Curriculum; English; High Schools; *High School Students; Mathematics; *Minority Groups; National Norms; Scores; Sex Differences; *Student Characteristics; *Test Results; Verbal Tests
IDENTIFIERS- *ACT Assessment; Enhanced ACT; *New Mexico; Scholastic Aptitude Test

Students in New Mexico may take either the American College Test Assessment (ACT) or the Scholastic Aptitude Test (SAT), although New Mexico students usually take the ACT. Results from both examinations are presented in this report, based on seniors expected to graduate. Overall, New Mexico and national composite scores have remained steady on the ACT (Enhanced ACT) for the past 3 years, although there has been a slight decline in English scores. New Mexico scores remained slightly below the national average, although scores improved for students enrolled in a core curriculum. Males scored higher in mathematics while females scored higher in English. Minority groups in New Mexico generally scored higher than their national counterparts. Far fewer New Mexico students took the SAT. Their verbal and mathematics scores remained above the national average, with an increase in verbal scores and a slight, and continuing decline, in mathematics scores. On the SAT, minority groups in New Mexico also scored higher than their national counterparts, and Mexican Americans and Native Americans substantially increased their scores. Four appendixes give scores by school district and detailed information about gender, mean SAT scores, and ethnic composition of SAT takers. (Contains nine tables, five figures, and five sources.) (SLD)

ED 392 809 TM 024 402

October 1994 Grade 11 High School Proficiency Test (HSPT11). Cycle I School and District Guidelines. How To Interpret and Use HSPT11 Reports.
PUB DATE- Jan 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; Grade 11; *Graduation Requirements; High Schools; *High School Students; Mathematics Tests; Reading Tests; *School Districts; School Personnel; *Scoring; Test Interpretation; Test Results; *Test Use; Writing Tests
IDENTIFIERS- *Exit Examinations; New Jersey High School Proficiency Test

In 1988, the New Jersey Legislature passed legislation that moved the High School Proficiency Test (HSPT) from ninth to eleventh grade. This test of basic skills in reading, mathematics, and writing will be a graduation requirement for all students in New Jersey who enter high school on or after September 1, 1991. In October 1994 the test was administered to all eleventh graders and to twelfth graders who had not yet passed one or more of its sections. This booklet is designed to help school personnel review, interpret, use, and communicate test results. Data in the reports can also help students who did not pass all sections of the HSPT. The booklet is divided into the following parts: (1) an overview and introduction; (2) interpreting test

Twelve teachers and two principals from the Addison Northeast Supervisory Union School District (Vermont) met to consider what a small rural school district can do to assess its own programs and to discuss how to go about program assessment with the goal of helping schools become effective learning organizations. The district serves about 1,800 students in 5 elementary schools, a middle school, and a high school. Participants began by defining a common vocabulary of program assessment and preparing a mission statement. In defining their goals, the educators decided on assessment of the major disciplines, beginning with science. Evaluation questions were formulated in the assessment categories of inputs, implementation, and outcomes; and participants began to look for data about each question. Test results from district and state assessments, including the Vermont writing and mathematics portfolios, were acknowledged as an important source of data. The participants developed a Science Assessment Plan with data collection for a 4-year cycle, followed by an assessment committee's evaluation of the data. The experiences of this district demonstrated that a small district can establish its own evaluation plan, but that it probably cannot develop all the tools needed for evaluation on its own. An appendix presents the program assessment mission statement. (SLD)

ED 392 829   TM 024 507

Ridley, Dennis R.; And Others
Assessment Plan for CNU Online.
PUB DATE- 14 Jan 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; *Course Evaluation; *Educational Assessment; Educational Objectives; Educational Planning; *Evaluation Methods; Higher Education; *Instructional Effectiveness; Learning; *Online Systems; Outcomes of Education; Student Attitudes; Surveys; Teacher Effectiveness
IDENTIFIERS- *Christopher Newport University VA

CNU Online is the computer-managed instructional delivery system of Christopher Newport University. Fully functioning to deliver wholly online courses since fall 1994, CNU Online has been using an officially approved assessment plan since January 1995. The plan is presented as a useful example for others developing online instructional delivery. The goal of the plan is to provide evidence of effectiveness in meeting the goals of CNU Online by using accepted standards of assessment that are consistent with state and regional guidelines. CNU Online must meet the defined state and regional standards for all on-campus programs with regard to assessment goals and quality. The levels of assessment include: (1) online program and institutional efficiency; (2) learning outcomes; (3) teaching effectiveness; and (4) student satisfaction with course delivery. Goals are defined for each of these areas, and methods for evaluation are outlined. These include standard surveys and more innovative approaches to evaluation. Some collateral assessment activities are suggested. Appendixes present an instructional evaluation survey, and a rating scale for peer group-based juried review of aspects of instructors' message logs. (SLD)

Davis-Van Atta, David, Ed.
Peterson's Top Colleges for Science: A Guide to Leading Four-Year Programs in the Biological, Chemical, Geological, Mathematical, and Physical Sciences.
PUB DATE- 96
NOTE- 315p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Biological Sciences; Chemistry; *College Choice; College Faculty; *College Programs; Colleges; Degrees (Academic); Females; Field Experience Programs; Geology; Graduate Study; Higher Education; Mathematics Education; Minority Groups; Paying for College; Physical Sciences; Program Descriptions; Research Methodology; Science Departments; *Science Education; Science Programs; Student Financial Aid; Undergraduate Study; Universities
IDENTIFIERS- Diversity (Student)

This guide, published for the first time, provides prospective college students detailed information on 190 United States colleges and universities identified as having very strong track records in the sciences and mathematics. Following a description of how institutions were identified for inclusion by David Davis-Van Atta, and a discussion on pursuing a career in science, are the in-depth profiles of each institution. These are listed alphabetically by school and each includes institutional name, geographic location by city and state, detailed descriptions of undergraduate science programs, and brief descriptions of graduate science programs. The program descriptions include "fast facts" about the program, data on the department's founding, enrollment, faculty, degree information, program details on course components, scholarly journals for which faculty members serve as editorial advisers, fieldwork opportunities, special features, facilities, career outcomes, and graduate study and employment. A section on unique program features allows each institution to convey special messages to students or to showcase distinctive aspects of a particular program. Also included are three articles on specific topics: "Choosing a Program That's Right for You" (Mary Alice Yund); "Financing a College Education" (David Levy); and "Issues for Women and Minority Students: Diversity is a Sign of Strength" (Catherine Didion). Additional features include a selected list of private sources of financial aid and a geographic index. (JB)

ED 392 373 HE 028 973

The Blue Book: Accounting, Recordkeeping, and Reporting by Postsecondary Educational Institutions for Federally Funded Student Financial Aid Programs.
PUB DATE- Jul 95
NOTE- 402p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accounting; Colleges; Community Colleges;

tables report the data by state or territory. Information on the survey methodology is appended. (DB)

ED 392 388 IR 017 071

Willis, Jerry, Ed.; And Others
Technology and Teacher Education Annual, 1994. Proceedings of STATE 94--Annual Conference of the Society for Technology and Teacher Education (5th, Washington, D.C., March 16-19, 1994).
PUB DATE- Mar 94
NOTE- 829p.; For the 1993 proceedings, see ED 355 937; for the 1995 proceedings, see ED 381 148.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Simulation; *Computer Uses in Education; Educational Research; *Educational Technology; Elementary Secondary Education; Higher Education; Hypermedia; Inservice Teacher Education; *International Programs; Methods Courses; Multimedia Materials; Postsecondary Education; Preservice Teacher Education; *Teacher Education Programs; Teaching Methods; Telecommunications

This document presents 194 papers discussing technology and teacher education in the following areas: diversity and international perspectives; research in information technology for teacher education (ITTE); concepts and procedures; preservice teacher education; integration of technology into methods courses; inservice and graduate education; computer-based simulations in educational research and application; technology projects; theory and practice in ITTE; the educational computing course; hypermedia and multimedia; mathematics; science and social studies; reading and language arts; preservice use of telecommunications; inservice, graduate, and faculty use of telecommunications; and technology diffusion in teacher education programs and elementary and secondary schools. The articles are divided into sections according to topic; and an introduction to, and summary of the articles is provided at the beginning of each section. (Author/AEF)

ED 392 389 IR 017 624

Kenny, Dallas
Interactive Training for Information Access: The InfoMagic Multimedia Project at Chapman University.
PUB DATE- 29 Oct 95
NOTE- 11p.; Paper presented at the Multimedia Symposium (Damman, Saudi Arabia, December 5-6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Courseware; *Curriculum Development; Higher Education; *Information Skills; Information Technology; Instructional Materials; Internet; Learner Controlled Instruction; *Models; *Multimedia Instruction; Nontraditional Education; Online Searching; Program Implementation; Search Strategies; *Skill Development; Student Evaluation; Universities
IDENTIFIERS- *Chapman University CA; InfoMagic

This paper proposes a new model for developing information access skills in an academic environment. In order to meet the increasing demand for "research competence" among students and faculty, it is necessary to move beyond traditional lecture broadcasting and advertising trade presses and their forecasts of the VCR's potential impact on broadcasting. Trade press forecasts are compared with forecasts in academic journals in order to have a comparative basis for judging accuracy; analysis is conducted from the perspective of technology forecasting theory and methodology. Evaluation of this material led to the following conclusions: (1) analysis of the forecasts supports existing forecasting theory, demonstrating that an integrated analysis of technological capabilities with social factors such as economics and consumer preferences improves forecasting accuracy; (2) the advertising trade press was much more active and accurate than the broadcasting trade press in forecasting the impact of the VCR; and (3) the academic community appeared more accurate than either the broadcasting or advertising trade press in forecasting the future of the VCR. (Contains 77 references.) (Author/AEF)

ED 392 406 IR 017 697

CNN Newsroom Classroom Guides. February 1-29, 1996.
PUB DATE- Feb 96
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) broadcasts for the month of February, 1996 provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Each daily guide includes a Black History Month biographical profile. Other topics covered include: a terrorist bombing in Sri Lanka, acupuncture, and telecommunications deregulation (February 1-2); the first American U.S. fatality in Bosnia, the Portable Personal Scanner and supermarket shopping, the complex relationship between England and Ireland, the growing scarcity of independent retail enterprises with the boom of big retail "chains," the inauguration of the president of the new democratic republic in Haiti, the Ventricular Assist Device and other advances toward a portable artificial heart, and problems in Chechnya (February 5-9); the Iowa caucus, the homeless problem in Japan, tensions between the United States and China over Taiwan, the Palestinian struggle for statehood, collectible lunchboxes, the fiftieth birthday of the first computer, Phil Gramm's withdrawal from the presidential race, breeding hybrid snakes for their brilliant colors, and the comeback of the tango (February 12-16); creating a television spot for a political candidate, a London bus bombing, amendments to the Constitution that have expanded or protected the right to vote, Pat Buchanan's victory in the New Hampshire primary, cars running on alternative forms of energy, integration of South Africa's schools, and political spin doctors (February 19-23); renewed terrorism in Israel, Cuba shooting down two U.S. planes, the Dakota and Arizona primaries, and the proposed ratings system for television programming (February 26-29). (BEW) logic programming system for supporting inductive inference is not only feasible but necessary. A sample dialog from the Prologb system is included, along with an overview of the Prologb language and some details about classroom experiences using the system. (Author/BEW)

ED 392 427 IR 017 718

Rifkin, Adam
Caltech CRPC Outreach Programs for Minorities and Women.
PUB DATE- 95
NOTE- 9p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science; High Schools; *Minority Groups; *Outreach Programs; Teacher Education; Womens Education; Workshops; Youth Programs
IDENTIFIERS- *California Institute of Technology; Computer Use; Gender Issues; National Science Foundation; *Women in Science

In 1992, the National Research Council recommended that the computer science and engineering community should enrich its talent pool by reaching out to women and minorities, both underrepresented in the field. This paper describes four such outreach programs sponsored by the National Science Foundation's Center for Research on Parallel Computation (CRPC) at California Institute of Technology in 1994. One was a minority youth awareness program, a 2-day on-campus event for over 100 visiting Los Angeles County high school students. Its purpose was to expose young scholars to real-world uses of computers, demystifying them and previewing the challenges and rewards of computer-related careers. A summary of activities is provided. Also listed are: the 20 presentations given at the second program, a 5-day workshop for minority high school teachers; the third program consisting of a talk at the annual workshop of the Association of Departments of Computer Information Science and Engineering at Minority Institutions (ADMI), which focused on programming tools, operating systems, and the Internet; and descriptions of summer research projects in concurrent algorithm development, done by eight undergraduate women. (BEW)

ED 392 428 IR 017 719

Sturm, Deborah; Moroh, Marsha
Gender and Computer Science Majors: Perceptions and Reality.
PUB DATE- 95
NOTE- 5p.; In: "Emerging Technologies, Lifelong Learning, NECC '95"; see IR 017 705.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Records; Comparative Analysis; *Computer Science; Data Analysis; *Females; *Majors (Students); *Mathematics Achievement; Misconceptions
IDENTIFIERS- City University of New York Coll of Staten Island; *Gender Issues; *Mathematical Ability; Perceived Reality; Women in Science

Although women typically do as well as or better than men in the introductory computer science course at City University of New

IDENTIFIERS- *Florida

The Florida Library Youth Program is an extension of the Florida Summer Library Program and has emerged in response to a need to provide programs for school-age children at times other than the traditional summer vacation. The theme, "Rhythm and Books--Feel the Beat!," focuses on music and rhythms that abound around children in the world. The program focuses on information and fun and seeks to downplay the number of books read. Chapters are entitled: "Moving and Grooving," "Rhythm of the Road," "Catch the Wave," "Whoop n' Holler," "Class Act," "Hand Clapping, Toe Tapping," "Island Rhythms," "Earth Beat," "Hummin' 'n' Strummin'," and "Different Beats for Different Feet." Each chapter features a bibliography along with "variations on a theme," (call and response stories, puppets, etc.), "a capella" (suggested books for reading aloud), "for the instrument case" (display materials), and "interludes" (poetry, recommended recordings, informational material and community resources, crafts, videos, etc.). A combined bibliography of 450 items repeats the titles in each section, providing ISBN (International Standard Book Number) and the availability of alternative formats such as audiocassette or Braille. The bibliography is followed by a similar discography of 54 recordings. Also included in the manual are a program evaluation form, guidelines for using teen volunteers, a puppet show script, a school visit script, sample radio public service announcements, and answer keys to the suggested pencil games. (BEW)

ED 392 446 IR 055 828

Brugger, Judith M., Comp.; And Others
Technical Services Workstations. SPEC Kit 213.
PUB DATE- Feb 96
NOTE- 181p.; Contains drawings and illustrations that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Cataloging; Higher Education; Human Factors Engineering; *Library Statistics; Library Surveys; *Library Technical Processes; *Microcomputers; *Research Libraries; *Workstations
IDENTIFIERS- *Association of Research Libraries

Technical services workstations (TSWs) are personal computers that have been customized for use in technical services departments. To gather information on their use and prevalence in research libraries, the Program for Cooperative Cataloging Standing Committee on Automation surveyed the 119 members of the Association of Research Libraries (ARL) in 1995. Sixty libraries responded. Of these, 39 use TSWs, 15 planned to use them but had not acquired them yet, and 6 had no plans to install them. Each of those libraries using TSWs cataloged an average of 65,073 titles annually, while ones without TSWs averaged 31,478 titles. Dell was most frequently cited as the hardware manufacturer of choice among TSW libraries, with all but five relying on IBM-compatible machines. With regard to hardware configurations, 80486-based processors were used in 53% of TSWs and Pentium-based processors in 35%. Over half (59%) of TSWs had 16 megabytes of random access memory (RAM). Local area networks were in place in 84% of the responding of electronic communication are not as significant on the Internet because it accesses systems quickly regardless of proximity and because institutional users are not usually charged by level of use. Moreover, getting connected to the Internet is often not even as expensive as getting cable television. The Internet continues to evolve through formal standards development and individual or corporate software creation and enhancement. (BEW)

ED 392 467 IR 055 858

Schamber, Linda
Library Collection Development in an Electronic Age. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Libraries; Higher Education; *Information Technology; Library Acquisition; *Library Administration; *Library Collection Development; Library Cooperation; Library Material Selection; Library Networks; *Shared Resources and Services
IDENTIFIERS- ERIC Digests

Electronic technologies and collection development are two of the top concerns in library and information science today. The challenges of integrating electronic resources and technologies into the process of collection development are many, and many-faceted. Beyond task-oriented considerations, such as the selection process itself, there are large-scale management issues, such as budget, policy, personnel, and technology. Three areas of collection development that seem to be the most problematic are selection, acquisitions, and inter-institutional cooperation. Several authors suggest comprehensive approaches to library collection development in an electronic age. One informative success story is the selection model developed at an academic library as a means to mainstream electronic resources. The model involves breaking the task into manageable units, developing expertise in selecting resources regardless of format, and anticipating impacts throughout the institution. An important component is a standing committee that reviews electronic publications. One model for cooperative collection development is OHIOLink, which is a consortium of 17 academic libraries; specifications for OHIOLink include ease of use by collection managers, regular provision of data for routine reports, and the capability to collect and analyze usage data across the system. In view of serious fiscal concerns in collection development, one author has outlined a seven-part agenda for rethinking priorities: planning, allocating, faculty liaison, cooperative collection development, evaluating, acquisitions, alternatives, and selection efficiency. (Contains 13 references.) (Author/AEF)

ED 392 468 JC 940 669

Commission d'evaluation de l'enseignement collegial Rapport annuel, 1993-1994 (Commisssion on the Evaluation of Collegiate Teaching Annual Report, 1993-1994).
PUB DATE- Nov 94
NOTE- 20p.; For a related document, see ED 369 434.
LANGUAGE- French

ED 392 485 JC 960 146

Strategic Business Plan for Economic Development Contract Services, July 1995-June 1997.
PUB DATE- 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Delivery Systems; Employment Opportunities; *Job Training; *Labor Force Development; Partnerships in Education; *Program Improvement; *School Business Relationship; Technical Education; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Contract Training; *Fox Valley Technical College WI

This plan describes the contract training and technical assistance services provided by Wisconsin's Fox Valley Technical College (FVTC) to area employers, focusing on the status of the services and ways to improve delivery for the July 1995 to June 1997 period. Following an executive summary, the second section focuses on contract services provided, reviewing types of contract services, training and technical assistance topics available to clients, related services, areas of potential expansion, and procedures for dealing with competitive service providers in the district. Section III highlights the markets to be served, presenting business, industry, and government data by district and county, while section IV reviews the status of the FVTC program from 1990-91 to 1994-95, highlighting the number of employers served, number of employees trained, revenue generated, and strengths and opportunities. The next section provides projections for contract services for 1994-95 through 1996-97, focusing on projected revenue, state aid from enrollment, employers served, and employees trained. The final sections review FTVC marketing and operational objectives and provide a list targeted client accounts. Appendixes include the FTVC model for delivery of economic development contract services, results from a small business survey conducted in fall 1992, results from a May 1993 training needs assessment, materials from a 1991 action plan for building a world class work force, and lists of private educational service and training providers and economic development organizations. (TGI)

ED 392 486 JC 960 147

Daoud, Annette M.
City College of San Francisco Enrollment Trends, Fall 1991-Fall 1994. Report 956-02.
PUB DATE- Oct 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *Age Groups; College Attendance; Community Colleges; *Declining Enrollment; *Enrollment; *Enrollment Influences; *Enrollment Trends; Ethnic Groups; Ethnicity; *Minority Groups; Student Characteristics; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

A study was undertaken at the City College of San Francisco (CCSF), in California, to examine the decline in credit and noncredit enrollments from 1991-94 and determine possible

Hagan, Martha
Against the Odds: A Discussion of the Problems and Solutions of Researching at a Community College.
PUB DATE- Nov 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Community Colleges; *Educational Research; Faculty Publishing; Institutional Research; *Research and Development; Research Needs; *Research Opportunities; *Research Problems; Theory Practice Relationship; Two Year Colleges
IDENTIFIERS- *Whatcom Community College WA

Although most community college faculty are not engaged in research, community college settings can provide research opportunities for those faculty members determined to overcome the considerable obstacles. At Whatcom Community College, in Washington, for example, constraints facing faculty seeking to conduct research include limited access to materials, lack of support from the institution and colleagues, and lack of time. The limited access to materials can be overcome through extensive use of interlibrary services, establishing a good working relationship with the library director and other libraries, exploring other resources, using other libraries in the area, and utilizing personal on-line Internet access. While the college does not generally provide much financial support for many kinds of research, it does support the value of research on instructional programs and student services. This type of research, such as a Writing-Across-the-Curriculum survey to gauge student apprehension about writing, has the potential to expand into other academic disciplines and provide data for planning courses. In general, time constraints for research can be especially burdensome at community colleges; release time can be very difficult to obtain since the colleges are not research institutions. However, as community colleges play an increasing role in the education of the population, community college faculty should be given the opportunity to engage in research which provides a critical foundation for course content. (TGI)

ED 392 503 JC 960 167

Timmons, Jeffry A.
The Entrepreneurial Mind.
PUB DATE- 89
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Basic Business Education; *Business Administration; *Business Skills; Economic Opportunities; *Entrepreneurship; Free Enterprise System; *Self Employment; Self Evaluation (Individuals); *Strategic Planning

Focusing on the knowledge and tools necessary for starting new entrepreneurial ventures, this book draws on information from the venture capital industry to describe the characteristics of

Oman, Palestine, Sudan, Syria, Tunisia, Turkey, United Arab Emirates, and Yemen. The profiles typically provide, for each country, basic data on ECE programs and information on the background of ECE, costs, curricula, the current status of ECE, and constraints on ECE. Chapter 3 summarizes the main findings of the survey, including historical background and data on institutions, staff, curricula, buildings, and program quality; and reports cost estimates of existing ECE interventions. Chapter 4 identifies 12 issues needing priority attention and recommends actions to address the most crucial issues identified in the report. Chapter 5 identifies 16 input, process, and output indicators that could be used by educational planners and policymakers for monitoring and evaluating ECE services regionally. English- and Arabic-language versions of the questionnaire are appended. Contains 52 references. (TM)

ED 392 520 PS 023 893

Adams, Hetty
Peace in the Classroom: Practical Lessons in Living for Elementary-Age Children.
PUB DATE- 94
NOTE- 139p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Classroom Environment; Classroom Techniques; *Communication Skills; *Conflict Resolution; Daily Living Skills; Elementary Education; *Emotional Response; *Friendship; *Individualism; Interpersonal Competence; *Peace
IDENTIFIERS- *Peace Education

The most effective alternative to punishment for violent or disruptive student behavior is to provide children with tools they will need for living peacefully with one another. This guide for elementary school classes examines ways in which a peaceful environment can be achieved and maintained in the classroom. Divided into six units which are geared toward this goal, the guide covers: (1) importance of individualism and the acceptance of others; (2) importance of friendships; (3) improving communication skills; (4) understanding and controlling emotions; (5) conflict resolution; and (6) peacekeeping including ideas for a school-wide peace festival. Approaching these topics through the use of activities, the guide provides objectives, age levels, needed materials, directions, drawings and charts, ways the activities can be expanded, and discussion questions for each unit. An appendix contains extra copies of materials needed for certain activities. (EB)

ED 392 521 PS 023 911

Schmitz, Stephen
PARADISU: Program Evaluation of the Micronesian Language Institute's Guam Family English Literacy Program.
PUB DATE- Aug 95
NOTE- 33p.; Paper presented at the Annual Pacific Education Conference (12th, Koror, Republic of Palau, August 1-3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adult Literacy; Elementary

30 years of age; 58% of families had more than 3 other family members living with them; 68% of mothers worked as housewives in their homes; and the overwhelming majority of fathers who were employed were employed in low-status jobs. Four main types of parent concerns emerged from the home visits: abuse (emotional and physical), poverty, irresponsibility of fathers, and enthusiasm for the Parents As Teachers program. Mothers expressed an overwhelming interest in home visitation as part of the program. (JW)

ED 392 539   PS 024 026

Raising Our Future: Families, Schools, and Communities Joining Together. A National Resource Guide of Family Support and Education Programs for Parents, Educators, Community Leaders, and Policy Makers.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Nov 95
NOTE- 495p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Literacy; Child Rearing; Community Support; Early Childhood Education; Educational Change; Educational Policy; Educational Research; *Family Programs; Family School Relationship; High School Equivalency Programs; Home Visits; *Integrated Services; Literacy; Parents; Parent Teacher Cooperation; Partnerships in Education; Policy Analysis; *Program Descriptions; *Public Policy; Resource Centers; Rural Areas; Rural Education; Special Needs Students; Student Welfare; Urban Areas; Urban Education
IDENTIFIERS- Family Research Project; Family Resource and Support Programs; *Family Support; Harvard University MA; *School Based Services

Family support programs have been attracting increased attention, and are at the center of efforts to build systems of integrated, comprehensive, and preventive family-focused services. This handbook, developed by the Harvard Family Research Project (HFRP), profiles 73 school-affiliated family support and education programs in the United States to help principals, policy makers, program directors, evaluators, and teachers make decision regarding such programs. The handbook serves as a national resource guide, describing the scope of programs currently implemented in schools serving families with young children. Following an overview that discusses major factors contributing to the success of these programs, the program descriptions are divided into the following chapters: (1) "Preschool and Early Childhood Programs with Parent Involvement"; (2) "Support for Special Needs Children and Their Parents"; (3) "Parent-School Partnerships for School Readiness and Enrichment"; (4) "Home Visits for Parenting Support"; (5) "School and Center-Based Parenting Support"; (6) "Teens, Parenthood, and Child Development"; (7) "Family Literacy and Intergenerational Skill Development"; (8) "Family Resource Centers"; and (9) "Family, School, Community Parternships." Each of the case studies includes demographic information, program philosophy, features, curriculum, site information, funding and staffing information, and evaluation efforts.

Breunig, Gretchen Stahr; Bellm, Dan
Early Childhood Mentoring Programs: A Survey of Community Initiatives.
PUB DATE- 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; Beginning Teacher Induction; Budgets; Career Development; Demonstration Programs; Early Childhood Education; Interprofessional Relationship; *Mentors; On the Job Training; *Professional Development; Program Descriptions; Program Design; Role Models; Surveys

Mentoring programs offer experienced caregivers and directors new encouragement to remain in the field by helping them learn to share their skills with others and grow in the profession. This report is the result of an information-gathering process among mentoring programs for early childhood educators in the United States. Following an introduction which summarizes and highlights findings, 19 programs, representing diverse approaches and objectives set in a variety of center-based and family child care program models, are profiled in detail. Other programs are listed in directory form at the end of the publication. The profiles are based on telephone questionnaires covering program history and design, numbers of participants, recruitment strategies and selection processes, contents of training, compensation of mentors, funding sources, budgets, evaluation and tracking efforts, program successes and barriers, and complete contact information. The survey focused on the variety of programs rather than on evaluative information. (DR)

ED 392 559 RC 020 134

Cubberley, Ellwood Patterson
Rural Life and Education: A Study of the Rural-School Problem As a Phase of the Rural-Life Problem. Revised Edition.
PUB DATE- 22
NOTE- 434p.; Xerox copy of original book, reproduced two pages per landscape page. Photographs, maps, and figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- Agriculture; Consolidated Schools; Educational Administration; *Educational Change; Educational Finance; Educational History; *Educational Needs; Elementary Secondary Education; *Industrialization; Rural Areas; *Rural Education; Rural Schools; Rural to Urban Migration; Rural Urban Differences; *Social Change; United States History; Urbanization
IDENTIFIERS- *Agricultural Change

Published in 1922, this book examines changes in rural life during the 19th century, and resulting problems and effects on rural schooling in the early 20th century. The book suggests that by the early 20th century, rural schools had lost their former importance to the community and were far behind compared to the progress of urban schools. The first half of the book provides background information and describes problems associated with changing rural life, while the second half focuses on the need for reorganization of rural education. Specifically, chapters in Part I cover changes in the nature of rural life from colonial times through 1890; an overview of

*Property Rights; Research Ethics

Intellectual property enables individuals to gain financially from sharing unique and useful knowledge. Compensating indigenous people for sharing their knowledge and resources might both validate and be an equitable reward for indigenous knowledge of biological resources, and might promote the conservation of those resources. This book contains 15 chapters that address the complexities and ambiguities of this issue, including the group rights of indigenous peoples, the notion of a "common heritage" and who might profit from it, and implications for researchers. Chapters are (1) "Whose Knowledge, Whose Genes, Whose Rights?" (Stephen B. Brush); (2) "Tribal Rights" (Thomas Greaves); (3) "Center, Periphery, and Biodiversity: A Paradox of Governance and a Developmental Challenge" (Michael R. Dove); (4) "Telling Stories about Biological Diversity" (Charles Zerner); (5) "Sketches, Qualms, and Other Thoughts on Intellectual Property Rights" (Stephen Gudeman); (6) "The New Environmentalist Movement of Latin American Indigenous People" (Stefano Varese); (7) "Is Common Heritage Outmoded?" (Stephen B. Brush); (8) "Biological Diversity, Indigenous Knowledge, Drug Discovery, and Intellectual Property Rights" (Steven R. King, Thomas J. Carlson, Katy Moran); (9) "Sharing the Benefits of Plant Resources and Indigenous Scientific Knowledge" (Gary Paul Nabhan, Angelo Joaquin Jr., Nancy Laney, Kevin Dahl); (10) "Culture and Community Values in the Selection and Maintenance of African Rice" (Paul Richards); (11) "Tradition, Regulation, and Intellectual Property: Local Agricultural Products and Foodstuffs in France" (Laurence Berard, Philippe Marchenay); (12) "Selling Hawaiian Crop Cultivars" (Brien A. Meilleur); (13) "Quid pro Quo: Alternatives for Equity and Conservation" (Thomas D. Mays, Kate Mazan, Edgar J. Asebey, Michael R. Boyd, Gordon M. Cragg); (14) "Agreements To Collect Biodiversity for Pharmaceutical Research: Major Issues and Proposed Principles" (Francesca T. Grifo, David R. Downes); and (15) "Can the Intellectual Property Rights System Serve the Interests of Indigenous Knowledge?" (Surendra J. Patel). Contains no information specifically about education. Each chapter cites suporting references, and there is an overall subject index. (SV)

ED 392 575 RC 020 459

Margolin, Malcolm, Ed.; Montijo, Yolanda, Ed.
Native Ways: California Indian Stories and Memories.
PUB DATE- 95
NOTE- 130p.; Contains many photographs that may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010),Historical Materials (060)
DESCRIPTORS- Adolescent Literature; *American Indian Culture; American Indian History; *American Indians; Child Rearing; *Cultural Maintenance; Material Culture; Oral Tradition; Reminiscence; Tribes
IDENTIFIERS- *California; Spirituality

This collection of stories and memories, suitable for adolescents, offers a perspective on both traditional and contemporary ways of California Indians. Some stories are from old reports and books, and some are from people of today. The introduction ties the wide variety of Indians that live in California to the variety of landscape and climate. Before the

The issue of how a child constructs higher order, logical mathematical intelligence within the context of a multiple-intelligences classroom is explored in this story. Teacher journal observations of one 5th-grade child are woven with selected literature on multiple intelligences and research trends in elementary mathematics education. The story presents an intuitive set of conclusions about how children construct higher order, logical mathematical intelligence. Contains 23 references. (Author/MKR)

ED 392 593 SE 057 104

Facilitating Systemic Change In Science and Mathematics Education: A Toolkit for Professional Developers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 777p.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Leadership Training; *Mathematics Education; Mathematics Teachers; *Professional Development; *Science Education; Science Teachers
IDENTIFIERS- Statewide Systemic Initiative

This document responds to the need for more people to acquire the necessary knowledge and skills to lead and support changes in how science and mathematics are taught in classrooms, schools, and districts. This document is a set of learning activities that helps those supporting reform efforts to deepen their knowledge about science and mathematics education, dissemination, professional development, and the change process. Further, the activities suggest strategies for engaging all of the necessary people and resources needed for reform to succeed. The activities are grouped under the following headings: setting the stage for reform, effective science and mathematics education, effective dissemination strategies, effective professional development, and effective change strategies. Appendices contain a listing of the Regional Educational Laboratories, techniques for engaging learners, and documentation and evaluation forms. (MKR)

ED 392 594 SE 057 626

Bibliography of Assessment Alternatives: Mathematics. Innovative Assessment, Fall 1995 Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; Mathematics Education; Mathematics Instruction; *Mathematics Tests; *Student Evaluation
IDENTIFIERS- *Alternative Assessment

This bibliography lists the holdings of the Northwest Regional Educational Laboratory's Test Center in the area of assessment alternatives in mathematics. Annotations describe the

801.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Elementary Secondary Education; Environmental Education; *Geology; Hands on Science; Physical Geography; Science Activities; Seismology; Space Sciences

Part of the Understanding Our Environment project that is designed to engage students in investigating specific environmental problems through concrete activities and direct experience, this unit places Earth in the context of its environment-the Universe-then focuses on Earth as seen from satellites. Students analyze patterns formed by the locations of volcanoes and earthquakes around the world and discover the boundaries of tectonic plates. Students begin by creating a tour of space, from quasars to Earth, and end with a tour of the Earth's biomes. The objectives include: understanding that Earth is part of a larger environment that creates and influences conditions on Earth, understanding the role of the Earth's interior in influencing Earth's surface environment, considering the variety and significance of the Earth's surface features, discussing conditions that make life possible on Earth, and learning about the natural regions of the Earth. (JRH)

ED 392 620 SE 057 796

DiSpezio, Michael
Understanding Our Environment: Air.
PUB DATE- 95
NOTE- 56p.; For all seven units in this series, see SE 057 794-801.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acid Rain; Air Pollution; Conservation (Environment); Elementary Secondary Education; Environmental Education; Greenhouse Effect; Hands on Science; Investigations; *Meteorology; Science Activities
IDENTIFIERS- Acids; Air; *Atmospheres; *Atmospheric Sciences; Ozone Depletion

Part of the Understanding Our Environment project that is designed to engage students in investigating specific environmental problems through concrete activities and direct experience, this unit uses the contemporary dilemma of acid rain as a vehicle for teaching weather and the characteristics of air and atmosphere. The project involves a hands-on activity in which students examine and compare mock rainwater samples from a fictional remote site in the United States. Information gathered and questions raised in the course of this activity are used to examine weather patterns and to discover how weather is a result of the atmosphere's structure and scale. As a follow-up, the global issues of stratospheric ozone depletion and greenhouse warming are introduced. The objectives include: learning about all aspects of the problem of acid precipitation; drawing inferences about how pollutants are transported through the atmosphere; appreciating the processes and characteristics of the atmosphere; understanding how weather is a function of atmospheric processes; investigating the role of airborne particles in cloud formation; and learning about smog, greenhouse warming, and ozone depletion. (JRH)

Friendly Science Activities with Reproducible Handouts in English and Spanish. Grades 3-5. Living Things Science Series.
PUB DATE- 95
NOTE- 56p.; For other booklets in the series, see SE 057 967-972.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; *Botany; *Ecology; Elementary Education; *Science Activities; Science Instruction; Worksheets
IDENTIFIERS- American Association for Advancement of Science

This booklet, one of six in the Living Things Science series, presents activities about ecosystems which address basic "Benchmarks" suggested by the American Association for the Advancement of Science for the Living Environment for grades 3-5. Contents include background information, vocabulary (in English and Spanish), materials, procedures, extension activities, and worksheets. The worksheets are presented in both English and Spanish versions. Suggestions for use of the activities include using student grouping, a related readings center, and journal keeping. Activity names are: "Aquariums and Terrariums," "Bird Watchers," "Yeast and Bread," "Plant Growth in Various Soils," "What's Your Biome?," "Rainforest Scavenger Hunt," "Rotting Logs," "Tea for Plants and Plants for Tea," "The Web," and "Living Together." Lists of fiction and non-fiction readings are included. (MKR)

ED 392 642 SE 057 972

Camp, Carole Ann, Ed.
Invitations to Life's Diversity. Teacher-Friendly Science Activities with Reproducible Handouts in English and Spanish. Grades 3-5. Living Things Science Series.
PUB DATE- 95
NOTE- 52p.; For other booklets in the series, see SE 057 967-971.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biology; *Botany; *Classification; Elementary Education; *Science Activities; Science Instruction; Worksheets
IDENTIFIERS- American Association for Advancement of Science; *Biological Diversity

This booklet, one of six in the Living Things Science series, presents activities about diversity and classification of living things which address basic "Benchmarks" suggested by the American Association for the Advancement of Science for the Living Environment for grades 3-5. Contents include background information, vocabulary (in English and Spanish), materials, procedures, extension activities, and worksheets. The worksheets are presented in both English and Spanish versions. Suggestions for use of the activities include using student grouping, a reated readings center, and journal keeping. Activity names are: "What Goes Where?," "All Earth's Critters," "So What's Backbone Got To Do with It?," "Follow Those Tracks," "Flying High," "You're Driving Me Buggy," "In the Swim," "I Think That I Shall Never See," "The Nose Knows," and "Incredible Edibles." A life classification chart and lists of fiction and non-fiction readings are included. (MKR) monopoly control. The sections in this paper include: (1) "The Technology"; (2) "Political Significance"; (3) "Economic Development"; (4) "Historic Relationship of Business and Government"; (5) "Television's Social and Political Effects"; (5) "The Current Situation"; and (6) "Conclusion." (EH)

ED 392 664 SO 025 466

Parker, Franklin; Parker, Betty J.
Educational Philanthropist George Peabody (1795-1869) and the Peabody Institute Library, Danvers, Massachusetts: Dialogue and Chronology.
PUB DATE- Dec 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Donors; Higher Education; *Library Funding; Nonprofit Organizations; *Philanthropic Foundations; *Private Financial Support
IDENTIFIERS- Massachusetts (Danvers); *Peabody (George); *Peabody Institute Library MA

This dialogue is based on the life and success of George Peabody and the Peabody Institute Library, Danvers, Massachusetts. The dialogue is between two researchers who have spent years studying the life of George Peabody. The script recounts the difficulties faced by the poorly educated youngster who grew to become one of the wealthiest men in the United States. Peabody's educational philanthropy is recounted, along with many personal details of the man's life. A chronology of George Peabody's life is included at the end of the document. (EH)

ED 392 665 SO 025 502

Westerman, William
Taking Time and Proceeding with Caution: Time and Process in a Cambodian Life History Documentation Project. Philadelphia Folklore Project Working Papers #6.
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cross Cultural Studies; *Ethnography; Family History; *Folk Culture; Foreign Countries; Higher Education; Interviews; Modern History; Multicultural Education; *Oral History; Oral Language; *Oral Tradition; *Primary Sources; *Social History; Verbal Communication
IDENTIFIERS- Cambodia; Cambodian Life History Documentation Project; Pennsylvania (Philadelphia)

This paper discusses the process of ethnographic research and some reasons it might not go as smoothly as researchers or funders have planned. The paper's orientation is from that of a folklorist, but some of the cautionary matter may apply as well to oral historians and others involved in multicultural projects. The research was to conduct 15-20 life historical interviews within 7 months in 1990-91 to document life histories and life cycle rituals in the Cambodian community in Philadelphia. Although several Cambodians were contacted and provided information, only two interviews were conducted during this time. The report covers four areas that had a significant impact on the success or failure of this project and may affect other multicultural projects in general: (1) time: It takes time to understand a new culture; also, people have other units with lessons for each unit. Units are: (1) "Mexico: Its Place in The Americas"; (2) "Pre-contact to the Spanish Invasion of 1521"; (3) "Colonialism to Independence 1521-1810"; (4) "Mexican/American War to the Revolution: 1810-1920"; and (5) "Revolutionary Mexico through the Present Day." Numerous handouts are included with a number of primary and secondary source materials from books and periodicals. A map of Mexico, a chronology, and a glossary are included in the appendices. (EH)

ED 392 687 SO 025 814

Developments in Demographic Training and Research Projects: Aspects of Technical Cooperation.
PUB DATE- 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Area Studies; Community Development; *Demography; *Developing Nations; Foreign Countries; Human Capital; Human Resources; International Programs; International Relations; National Programs; *Population Education; *Population Trends; *Technical Assistance
IDENTIFIERS- Africa

This report was prepared in connection with work related to programs for support for population training in English-speaking countries of Africa. The United Nations Secretariat has so far provided technical assistance for the establishment of demographic training and research centers in 14 English-speaking countries in Africa. In compiling the report, attempts were made to collect information, using the questionnaire format set out in annex I to the present report and distributed to past and present international and national staff, in respect of each project. It was difficult to collect data from Kenya and Nigeria so the data provided is from 12 of the 14 countries. Needs assessments were conducted in each country as they gained independence, in order to make long-range plans for economic development. This report recounts those efforts to provide demographic training. There are eight chapters in the report: (1) "Background to Project Formulation"; (2) "Project Design"; (3) "Project Activities"; (4) "Project Management"; (5) "Staff and Budget"; (6) "Preparing Projects for Self-Sufficiency and Continuity"; (7) "Difficulties Faced in Project Implementation"; and (8) "Impact of Projects on Country Development." Seven annexes are included with the report. (EH)

ED 392 688 SO 025 818

Parker, Jonathan
Politics, Culture, and Education Goals 2000: The Politics of Systemic Education Reform in the American States.
PUB DATE- 95
NOTE- 24p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31--September 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Control; *Educational Change; *Educational Policy; Elementary Secondary Education; Governance; Policy Analysis; Policy Formation; Political Influences; Political Issues; Political Science; *Politics; *Politics of Education;

efforts to engage students in learning about self, others, and the world. Modes of presentation and learning activities are the specific focus. Observations occurred during 160 class periods in four different social studies classrooms, tenth-grade world geography, eleventh-grade U.S. history, twelfth-grade international relations, and a 9-12 grade ancient civilizations. Over 20 interviews were conducted, along with observations of the school's collaborative decision-making meetings, the social studies department's meetings, a union meeting, a student club meeting, and a professional gathering at a nearby university. School documents were analyzed, including organizational publications and teachers' syllabi, supplemental readings, and handouts. The study attempts to link student engagement in social studies classrooms with teachers' willingness to interrupt students' expectations of what class structure should be, to assume a wide range of teaching roles, and to provide students with opportunities to meaningfully interact with one another. Contains 26 references. (EH)

ED 392 711 SO 025 891

Conflict! Dwight D. Eisenhower. Teacher's Guide.
PUB DATE- 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Conflict; *Conflict Resolution; Decision Making; *Peace; *Presidents of the United States; Secondary Education; Social Studies; *United States History; War
IDENTIFIERS- *Eisenhower (Dwight D)

This teaching package introduces students to soldier and President Dwight D. Eisenhower, who played a key role in many of the conflicts of the 20th century. The package is to prepare students for a visit to the Eisenhower Farm in Gettysburg, Pennsylvania. The lessons challenge students to use the study of Eisenhower to explore how conflicts are caused--and how they can be solved. This teaching package has been designed to appeal to all types of learners--visual, auditory, and kinesthetic. The packet fosters critical thinking skills as students read, write, analyze and draw conclusions. Students also participate actively through role playing. The teaching package includes five lessons: (1) "Conflict and Its Resolution"; (2) "Causes of International Conflict"; (3) "Eisenhower and His Times"; (4) "Conflicts Eisenhower Faced"; and (5) "How Would Eisenhower Have Handled It?" In an additional lesson, "Site Visit: A Visit by a World Leader," students, using primary source documents, develop their own planned visit by Jawaharlal Nehru. The lessons offer teachers a way to integrate the study of this U.S. President with the 11th grade U.S. history curriculum and were designed to coordinate with the learner outcomes identified by the Pennsylvania State Department of Education. Contains 12 references. (EH)

ED 392 712 SO 025 897

Lord, Juliana G.; Gardner, Janet
The United Nations: It's More Than You Think.
PUB DATE- 91
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

international affairs programs has led to ebbing enthusiasm for such projects. The United States must maintain the international relations cultivated during and following the Cold War; the nation cannot separate its domestic economy and foreign policy by decreasing world involvement because it depends too much on foreign trade and resources. The notion that to rebuild the domestic economy the United States must direct its attention away from the outside world is challenged by several facts, including: (1) 1991 imports and exports comprised nearly one quarter of the Gross National Product; (2) 50 percent of overall growth since the mid-70s has been in exports; (3) one of every six manufacturing jobs in this country depends on exports; and (4) of all articles published recently in research and scientific journals worldwide, half were co-authored by people from countries other than the United States. Engagement with other countries is vital not only economically, but also because of the threat of other countries' ballistic missile, bacterial, and chemical weapons capabilities; migrations of large groups of people; and environmental threats such as global warming and acid rain. The mission of USIA and similar organizations is largely educational--specifically, to promote and spread democracy--and because a world of democratic nations is a more harmonious and thus safer one, continued support of internationalism by the United States is critical. (LP)

ED 392 737 SO 026 281

Branson, Margaret Stimmann
The Human Rights Challenge.
PUB DATE- Mar 96
NOTE- 14p.; Paper presented at the International Conference on Making Democracy Work (Bonn, Germany, October 1-6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Law; *Civil Liberties; Civil Rights Legislation; Freedom; Global Approach; *Human Dignity; Humanism; Humanization; International Cooperation; International Law; *International Relations; World Affairs; World Problems
IDENTIFIERS- International Bill of Rights; Nongovernmental Organizations; *United Nations

World reaction to the 1995 release from house arrest of Aung San Suu Kyi, leader and founder of the major opposition party in Burma (now Myanmar), indicates significant change in international relations, specifically in the international political system. The total sovereign states today (249) have increased, as have system "rules" relating to human rights. The concept of human rights was introduced in the 17th century; until World War II, citizens' liberties were considered the bailiwick only of their respective nations; no nation was to interfere with another's administration of rights. The United Nations (UN), created in 1945, was the first manifestation of the idea that a nation's treatment of its citizens should concern the rest of the world. The original member states agreed that "human rights and fundamental freedoms" should be a high priority. The UN, regional human rights regimes, and nongovernmental organizations primarily have been responsible for monitoring and administering human rights in the international community. Many critics have expressed disappointment with the UN's attempts to establish and enforce human rights. Regional rights organizations in Western Europe, philanthropy, primarily through teacher education. The project is part of the program called "Eastern European Initiative," which aims to spread and support the philanthropic idea over the region and build networks of philanthropic programs and activities. The main purpose of the project is to develop curriculum for teacher education in philanthropy with the emphasis on ethical aspects. The project stresses the importance of nurturing philanthropic behavior from an early age in order to develop caring behavior and to teach the values of peace, cooperation, and help. The paper begins with a background review, including the situation and problems regarding the emergence of philanthropic activities in Croatia, covering political, social economic, and ethical issues. The second section of the paper describes the 3-year project. The first stage of the project (January 1995-August 1996) addresses curriculum development and administrative work for study programs for future teachers, translations, preparation of text-book and study materials, introductory seminars and lectures for students, workshops in regional centers, developing guidelines for action research activities, beginning action research, lectures by key persons, and establishing a philanthropic library and database about persons involved. The second stage (September 1996-June 1997) will stress courses, action research, and publishing activities and will offer courses to other institutions through the regional center in Ljublijana. Activities from the first year will be continued. The final stage (July 1997-December 1997) will include evaluation of the courses and action research. (ND)

ED 392 755   SP 036 491

Young, Barbara N.
Student-Teacher Placement: Three Case Studies in Match and Mismatch Contexts.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cooperating Teachers; Educational Philosophy; Elementary Secondary Education; Helping Relationship; Higher Education; Personality Traits; Preservice Teacher Education; *Student Teacher Attitudes; *Student Teachers; *Student Teaching; *Teacher Student Relationship

This paper looks at how cooperating teachers and student teachers interact and the effects, if any, on the student teacher. The study explored the cases of three student teachers and their cooperating teachers, focusing on whether the student teachers appeared to experience any positive or negative effects as a result of a matched pairing placement or a mismatched pairing placement with regard to their theoretical orientation to the reading process. Potential pairs for the study were identified through Theoretical Orientation to Reading Profile (TORP) scores; student teachers and cooperating teachers were not purposely matched or mismatched. Data from the study were used to glean student teachers' perceptions of their student-teaching experiences, which were then viewed in relation to their matched or mismatched pairing placements. Although Pair One held dramatically-opposed theoretical orientations to the reading process, with no overlap, their mismatched pairing placement did not produce negative effects in the student teacher; in fact, it produced positive effects due to the personality traits of the cooperating teacher. Pair Two appeared to be in perfect harmony throughout the student understand their reasoning. This study concludes that the subject's development regarding literature corresponds to the intellectual and ethical stages of development as described by W. G. Perry (1970) in a study of Harvard undergraduates. This study also acknowledges that studies on women's ways of knowing and understanding provide insights on this subject's ways of viewing the world. (Contains nine references.) (NAV)

ED 392 773   SP 036 519

Lehman, Michael F.
Assessing Mathematics Performance Assessment: A Continuing Process. NCRTL Craft Paper 95-7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Learning; *Group Dynamics; High Schools; High School Students; Learning Strategies; *Mathematics Education; Mathematics Tests; *Secondary School Mathematics; *Student Attitudes; *Student Evaluation; Student Participation; Teaching Methods
IDENTIFIERS- *Oral Presentations

A teacher describes how he changed the way his high school students learned mathematics, using cooperative learning methodology and focusing on oral, as opposed to written, examinations and on group effort as opposed to individual effort. As the students' learning changed, the teacher was faced with the new problem of assessing the new type of learning that was now occurring. He developed and refined a performance assessment instrument, which he adjusted to fit the needs of the students and the different mathematics courses in which it was used. The 5-year development of this assessment method is outlined, focusing on how the scoring rubric gives students valuable feedback that promotes further learning and better assessment of the student's knowledge. In this system, the teacher is no longer judge and jury, but rather a coach or facilitator. Student, parent, and community reaction toward the assessment method is also presented. (NAV)

ED 392 774   SP 036 520

Literacy of Teachers. Indicator of the Month.
PUB DATE- Nov 95
NOTE- 4p.; Extracted from "The Condition of Education, 1995," Washington, DC (1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Job Satisfaction; Occupational Aspiration; Quality of Working Life; Secondary School Teachers; Teacher Attitudes; *Teacher Motivation; *Teacher Salaries; *Teaching Conditions; *Verbal Ability; *Work Attitudes
IDENTIFIERS- *Prose Literacy Scores

An important issue in the education reform debate is the effect of comparatively low salaries on teacher quality. Prose literacy scores are one of the best available measures of verbal ability, a factor identified by research as being associated with teacher quality. If teachers have lower prose

ED 392 790 SP 036 551

Heaton, Ruth M.
What Is a Pattern?: An Elementary Teacher's Early Efforts To Teach Mathematics for Understanding. NCRTL Craft Paper 95-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Communication; Educational Change; *Elementary School Mathematics; Elementary School Students; Grade 4; Graduate Study; Higher Education; Intermediate Grades; *Mathematical Concepts; *Mathematical Logic; *Mathematics Instruction; Numeracy; *Patterned Responses; Perception; *Reflective Teaching; Teaching Guides
IDENTIFIERS- *Comprehensive School Mathematics Program

After 10 years of teaching rule-driven, procedure-based, algorithm-oriented mathematics, an elementary teacher describes how she began to rethink her teaching style after returning to school for a graduate degree. Her rethinking is based on the first of four student teaching events that spanned an entire school year in which she used the Comprehensive School Mathematics Program (CSMP) and its pattern system. The start of her change was her recognition that the CSMP teaching guide was only a guide, not a step-by-step procedure to follow without deviance. After 3 years of teaching as a graduate student, she came to realize that mathematics is a science of patterns, and it is the search for these patterns that drives mathematicians. Understanding these patterns helps children understand mathematical relationships, not just find the right answer. Recognizing, describing, and creating a wide variety of patterns provides the foundation for exploring these relationships in numbers in later grades. By way of conclusion, Mark Twain's "Life on the Mississippi" is used to construct parallels between Twain's early learning experiences and the teacher's, mainly in the sense of his growing understanding of the nature of what he needed to learn and the usefulness of a text in doing the work. What the teacher took from her project was the need for a new sense of purpose, the questions she would need to ask, and an understanding of why this sense of purpose is important in the kind of math teaching she had been learning to do. (Contains 46 references.) (NAV)

ED 392 791 SP 036 552

Chazan, Daniel; Ball, Deborah
Beyond Exhortations Not To Tell: The Teacher's Role in Discussion-Intensive Mathematics Classes. NCRTL Craft Paper 95-2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Algebra; Class Activities; *Classroom Communication; *Classroom Techniques; *Constructivism (Learning); *Discussion (Teaching Technique); Elementary School Mathematics; Elementary Secondary Education; Fractions; Grade 3; Intellectual

results and scoring; (3) using the score reports, with examples; (4) using the test information in assisting students who did not pass all sections; and (5) communicating the score information to others. Appendices include a copy of the state Administrative Code relating to statewide assessment, and a glossary of testing terms. (Contains 2 tables and 11 figures.) (SLD)

ED 392 810 TM 024 445

Bush, Earl; And Others
Needs Assessment Program, the University of Tennessee, Knoxville Libraries 1993/94.
PUB DATE- 21 Dec 94
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; College Faculty; College Students; Data Collection; Higher Education; Library Development; Library Facilities; Library Planning; *Library Services; Library Surveys; *Needs Assessment; *Online Systems; Reference Services; Student Attitudes; *User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *University of Tennessee Knoxville

During 1993-94 the University Libraries of the University of Tennessee, Knoxville, began formal needs assessment to collect data that reflect the information needs of university students, faculty, and staff. The program was implemented by a Needs Assessment Coordinating Group, an assessment consultant, and staff members. Data from the comprehensive library survey conducted have been analyzed for awareness and use of services, importance and satisfaction rates among users, barriers to library use, and interest in new services. Highlights of the findings include: (1) high awareness of most collections and services among university users; (2) high interest in electronic services; (3) lower use of library instruction services; and (4) lower awareness, but expressed need, for certain services, including periodical use and reference services. Graduate students were often found to be more critical of library service than were undergraduates and faculty. Findings also identified some areas of weakness in library service and facilities. Appendixes contain a list of the 483 tables derived from survey findings, 20 selected tables of findings, and 91 pages from the comprehensive library questionnaire. (SLD)

ED 392 811 TM 024 447

Best, Linda
Issues in Evaluation: Towards the Large-Scale Implementation of Process Assessment.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Psychology; *Educational Objectives; Educational Research; Elementary Secondary Education; *Evaluation Methods; *Formative Evaluation; Information Dissemination; Learning; Pilot Projects; Program Evaluation; Standards; *Summative Evaluation; *Theory Practice Relationship
IDENTIFIERS- Large Scale Assessment; *Large Scale Programs;

ED 392 830 TM 024 508

Spielberger, Charles D., Ed.; Vagg, Peter R., Ed.
Test Anxiety: Theory, Assessment, and Treatment. The Series in Clinical and Community Psychology.
PUB DATE- 95
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Biofeedback; *Cognitive Processes; Coping; *Educational Assessment; Mathematics Anxiety; Measurement Techniques; *Outcomes of Treatment; *Test Anxiety; Test Results; *Theories; *Therapy; Validity
IDENTIFIERS- Empirical Research; *Systematic Desensitization

It is not surprising that a broad array of treatment programs have been developed to reduce test anxiety, since the consequences can be serious. The contributions in this volume review and evaluate the theory of test anxiety, its measurement, its manifestations, and possible treatments and their outcomes. The following chapters are included: (1) "Test Anxiety: A Transactional Process Model" (Charles D. Spielberger and Peter R. Vagg); (2) "Measurement of Test Anxiety: An Overview" (Scarvia B. Anderson and William I. Sauser, Jr.); (3) "An Evaluation of Test Anxiety Scales: Convergent, Divergent, and Predictive Validity" (Jeffrey R. Bedell and Herbert A. Marlowe); (4) "Theory and Measurement of Test Anxiety as a Situation-Specific Trait" (Volker Hodapp, Peter G. Glanzmann, and Lothar Laux); (5) "Case Studies of Test-Anxious Students" (William D. Anton and E. Michael Lillibridge); (6) "Test Anxiety, Hemispheric Lateralization, and Information Processing" (James D. Papsdorf, Jess H. Ghannam, and John Jamieson); (7) "Perspectives on Mathematics Anxiety and Test Anxiety" (William D. Anton and Mark C. Klisch); (8) "Anxiety and Test Performance" (Samuel Ball); (9) "Systematic Desensitization, Study Skills Counseling, and Anxiety-Coping Training in the Treatment of Test Anxiety" (Hector P. Gonzalez); (10) "Cognitive Therapy, Study Counseling, and Systematic Desensitization in the Treatment of Test Anxiety" (Benjamin Algaze); (11) "Comparison of Cognitive Therapy and Rational-Emotive Therapy in the Treatment of Test Anxiety" (Tucker M. Fletcher and Charles D. Spielberger); (12) "Systematic Desensitization, Cognitive Coping, and Biofeedback in the Reduction of Test Anxiety" (John C. Parker, IV, Peter R. Vagg, and James D. Papsdorf); (13) "Cognitive Therapy, Study Skills Training, and Biofeedback in the Treatment of Test Anxiety" (Peter R. Vagg and James D. Papsdorf); and (14) "Treatment of Test Anxiety: Application of the Transactional Process Model" (Peter R. Vagg and Charles D. Spielberger). (Contains 435 references.) (SLD)

ED 392 831 TM 024 519

Machiels-Bongaerts, Maureen; Schmidt, Henk G.
The Relation between the Nature of Prior Knowledge Activated and Information Processing: To Elaborate or To Infer?
SPONS. AGENCY- Institute for Educational Research in the Netherlands (SVO), The Hague.
PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English

*Compliance (Legal); Educational Finance; Federal Programs; *Federal Regulation; *Government School Relationship; Higher Education; Legal Responsibility; Postsecondary Education; Program Administration; Program Descriptions; Proprietary Schools; Recordkeeping; *School Responsibility; Student Financial Aid

IDENTIFIERS- Accounting Systems; *Higher Education Act Title IV

This volume provides general information on programs, policies, procedures, and fiscal record keeping and reporting for federally funded student financial aid programs under the Higher Education Act of 1965, Title IV. Chapter 1 provides an overview of Title IV programs. Chapter 2 discusses general institutional responsibilities related to managing Title IV programs. Chapter 3 addresses key fiscal procedures unique to managing Title IV campus-based programs. Chapter 4 provides a comprehensive discussion of obtaining, managing, and returning Title IV funds. Chapter 5 describes specific accounting procedures used to manage Title IV program funds. Chapter 6 addresses Title IV reporting requirements. Appendixes supplementing the main chapters include: a comprehensive glossary of terms related to Title IV accounting, record keeping, and reporting requirements; a list of commonly used acronyms; a list of published information sources that supplement and support the book's information; information for fiscal officers on who to contact for technical assistance; detailed descriptions of each Title IV program; and a primer on accounting for non-Title IV specialists, designed to help novice fiscal officers understand how basic accounting principles apply in managing Title IV program funds. (JB) formats and develop interactive multimedia instructional units which exploit ongoing advances in digital imaging, video and sound technologies. Such advances not only make instructional units more compelling, but when developed in an interactive programming environment, allow learners to practice realistic simulations of Internet navigation and database search techniques. The proposed model includes procedures for involving "in-house" artistic talent and user input into the development process, and ways of integrating both analog video and digitally-based interactive multimedia units into the overall university curriculum. The model allows for both the automatic tracking and reporting of student progress and for user input into model design. The second part of the paper shows how the model is being implemented in an actual university setting. The conclusion summarizes the theoretical and practical issues raised and proposes modifications to improve the model. (Author)

ED 392 407 IR 017 698

Harvey, James, Ed.
Planning and Financing Education Technology.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Education Technology.
PUB DATE- Mar 95
NOTE- 16p.; For related documents, see IR 017 699-700.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- Case Studies; *Computer Networks; Computer Uses in Education; Costs; *Educational Planning; *Educational Technology; Elementary Secondary Education; Federal Aid; *Financial Support; Private Sector; *Technological Advancement; Telecommunications
IDENTIFIERS- *Connectivity; *Technology Implementation

This report summarizes one of a series of workshops organized by RAND's Critical Technologies Institute (CTI), on behalf of the U.S. Department of Education, to take advantage of the experience and insights of those already implementing new technologies in schools. The workshop consisted chiefly of dialogues with educators and experts from the private sector who are working to apply emerging telecommunications systems for learning. The summary serves in part as an overview of recent progress in the area of school connectivity; it gives specific examples of how schools have secured funding, built relationships with telecommunications providers, acquired necessary equipment, and nurtured the philosophy of making technology use part of larger instructional goals. The second part highlights the dilemma of purchasing stand-alone or networked computers, while part three is a discussion of cost issues. Conclusions drawn from the dialogue suggest that the transition to technology-rich schools has begun in earnest, often without federal aid or guidance. The government must remain neutral in the aspects of technology acquisition which pertain to private enterprise, but it could encourage schools around the country to plan for technology. Educators, for their part, should foster a driving vision for technology in their school communities. An appendix lists the participants. (BEW)

York's College of Staten Island, relatively few women even attempt it. This paper is an analysis of the transcripts of five years of computer science majors (n=626; 449 men, 177 women) at that institution. Data reveals that women are doing as well as men throughout the computer science curriculum and are outperforming them at every level of mathematics. Yet a survey of current students showed that both sexes believe that men surpass women in calculus. It is hoped that publication of this data concerning women's mathematical success and aptitude in various media will prove instrumental in persuading women to enter and remain in the computer science field. (Contains 19 references.) (Author/BEW)

libraries, with Novell the most common manufacturer. Most of the libraries reported that the software on their customized TSWs could display the full American Library Association (ALA) character set under certain circumstances (71%), could use cut/paste functionalities (95%), and could use macros with hot keys (76%). Microsoft Windows is the graphical user interface in 94% of TSWs. Since 98% of responding libraries support telnet, they have, at least theoretically speaking, integrated access to bibliographic utilities from the desktop. Repetitive strain injuries have been reported in 81% of responding libraries, and many of them have invested in ergonomic appliances. Besides survey results, the kit also includes a sample equipment upgrade proposal, sample training documents and supplementary materials, tools with which to assess the ergonomics of workstations, and suggested physical exercises for counteracting strains of extended terminal use. (Contains 11 references.) (BEW)

ED 392 447 IR 055 829

Barron, Ann E.; Ivers, Karen S.
The Internet and Instruction: Activities and Ideas.
PUB DATE- 96
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Computer Uses in Education; Curriculum Development; Electronic Mail; Elementary Secondary Education; Instructional Innovation; *Instructional Materials; *Internet; *Lesson Plans; Teacher Education; Telecommunications
IDENTIFIERS- Navigation (Information Systems); *Technology Integration; World Wide Web

This book's overall purpose is to improve the instruction process through appropriate integration of technology via the Internet. It is designed to aid K-12 teachers who are interested in tapping the Internet for instructional purposes by demystifying the technology and providing relevant, interdisciplinary, and easy-to-implement activities for the classroom. Opening chapters contain information on the benefits of the Internet, getting connected, and navigating in cyberspace. Subsequent sections highlight Internet activities for students involving communications and research and Internet "treasures" for teachers from listservs to online experts. The final four chapters focus on subject-specific Internet classroom activities related to science and mathematics, language arts, social studies and geography, and music and art. Reproducible masters of lesson plans activities and resources and handouts are provided, along with lists of electronic mail exchanges, online resources, and world wide web addresses. (Includes 32 figures and 7 tables.) (BEW)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *Budgets; Community Colleges; Consultants; *Evaluation Criteria; Evaluation Methods; Foreign Countries; Instructional Development; Instructional Effectiveness; Program Evaluation; *State Agencies; *State Standards; Statewide Planning; Two Year Colleges
IDENTIFIERS- Commission d Evaluation de l Enseignement Coll PQ

The Commission on the Evaluation of Collegiate Teaching (CETE) was established in July 1993 by the Quebec (Canada) government to assess methods in place at province community colleges for evaluating instruction and make recommendations for improvements. This report reviews the Commission's activities, organization, and financial resources for its first year of operation. Following a report by the Commission President describing the organization's mission, the CETC's legislative mandate and a list of officers are presented. Next, activities undertaken from October 1993 to June 1994 are described, focusing on meetings held, the adoption of standards for evaluating college policies related to instructional and program evaluation, the creation of consulting committees, site visits made to province educational institutions, contacts established with other educational associations and organizations in Quebec, works published, public relations efforts, and activities planned for the 1994-95 academic year. Finally, an organizational chart, including a detailed list of CETC staff, and financial information are presented, indicating that the Commission had a budget of $2,106,300 Canadian dollars for 1993-94. Appendixes provide lists of consulting committee members, educational institutions visited, and reports published. (BCY) reasons for the decline. Over the period, credit enrollment declined 32,406 in fall 1991 to 25,709 in fall 1994, while noncredit enrollment declined from 34,589 to 27,200. Credit enrollment declined for all age groups, with the 50 and older age group experiencing the largest percentage drop at 33.7%, and for all ethnic categories, with white students experiencing the highest drop at 34.3%. Noncredit enrollment declined for all age groups except the 50 and older age group, with the highest percentage drop in the 19 and under age group at 42.6%. Noncredit enrollment declined in all but two ethnic categories, American Indian/Alaskan and Other, Non-White), with Filipino students experiencing the largest percentage drop at 43%. In addition, first time student credit enrollment dropped 32.6%. Factors contributing to the enrollment decline include the following: (1) the location of noncredit classes affected enrollment due to migration of immigrants to different parts of the city; (2) drops in Asian and Hispanic noncredit enrollments may be due to current immigration policies; (3) the San Francisco population is older and may take fewer credit courses; and (4) a drop in the unemployment rate may have contributed to fewer enrollments. Data tables are appended. (TGI)

entrepreneurs and entrepreneurial managers and includes self-assessment and management competency inventories. Following an introduction describing the elements of entrepreneurship, the book is divided into the following chapters: (1) "The Elements of Success: Start-ups and Early Growth," reviewing three critical elements to beginning a venture: the founding team, the existence of an opportunity, and necessary resources; (2) "The Entrepreneur," describing characteristics of entrepreneurs; (3) "The Nature of Success," highlighting the habits of thought and action of successful entrepreneurs; (4) "What Does It Take?" discussing the level of commitment necessary for success; (5) "Interviewing an Entrepreneur," providing tips for gaining insight from established entrepreneurs; (6) "The Entrepreneurial Manager," focusing on effectively coping with a high level of change, chaos, and uncertainty; (7) "Intrapreneurial Management", highlighting entrepreneurial top and middle management within large, established companies; (8) "What Skills Are Needed?" providing a management skills inventory; (9) "Forming the New Venture Team"; (10) "Building the New Venture Team"; (11) "Rewarding the New Venture Team"; (12) "The Family Venture"; (13) "The Image of the American Entrepreneur," exploring positive and negative perceptions of entrepreneurs; (14) "Personal Ethics and the Entrepreneur"; (15) "The Entrepreneur and the Law," providing case studies to illustrate conflicting legal demands on entrepreneurs; (16) "Planning and Goal Setting"; (17) "Shaping a Personal Strategy"; (18) "Assessing Entrepreneurial Attributes and Roles"; and (19) "Feedback from Others," providing a checklist for getting feedback on ventures. (TGI) (CELCEE, an Adjunct ERIC Clearinghouse on Entrepreneurship Education)

Education; English Instruction; Family Programs; *Limited English Speaking; *Literacy; *Literacy Education; *Out of School Youth; Parents; Program Descriptions; Program Effectiveness; Program Evaluation; Social Services
IDENTIFIERS- Chamorros; Chuukese People; *Family English Literacy; *Guam; Palauan People

In 1992, the Micronesian Language Institute established the PARADISU program, whose purpose was to strengthen and develop the English literacy and school participation skills of, and the school survival and success of children from, Chamorro, Chuukese, and Palauan families living on Guam through direct instruction and other activities. The program served parents and out-of-school youth. This report evaluates the program in its third and final year of operation to assess its productivity, efficiency, and effectiveness. The evaluation was based on interviews of staff members and participants, observations of training sessions, review of documents, and data collected during formal evaluation. The program had four staff members. Its activities included: (1) recruiting program participants from traditionally underserved populations; (2) training participants in family literacy; (3) writing a literacy training manual; and (4) distributing a newsletter. The evaluator judged the program overall to be effective in its third year. Strengths of the program were the commitment and expertise of the staff and a training program focused on building the capacity of parents. Identified weaknesses included lack of coordinated effort within the program and with outside agencies, a chronic attendance problem, and unclear philosophy and strategy. These weaknesses, however, did not prevent effective completion of the program's goals of increasing the English proficiency of, and the understanding of the public school system by, Chamorro, Chuukese, and Palauan parents and out-of-school youth. The program was not renewed; nevertheless, recommendations for future literacy efforts are offered. These include considering the philosophy of the program; stressing cooperation, unity of purpose, and sharing of ideas; focusing greater resources on recruitment and assessment; and planning beyond the life of the program. (TM)

Contains a listing and description of 109 resources for information, advocacy, and research for family support programs. (BGC)

ED 392 540   PS 024 029

Foley, Christina A.
The Big Red How-To Guide: Planning a Health Fair for Children and Families.
SPONS. AGENCY- Metropolitan Life Foundation.; Prudential Foundation, Newark, N.J.
PUB DATE- 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Community Involvement; Community Organizations; Community Resources; Community Services; Evaluation; *Exhibits; *Family Health; Financial Support; Health Activities; *Health Education; Health Programs; *Health Promotion; Outreach Programs; Planning; Publicity; Public Relations; Social Services; Volunteers
IDENTIFIERS- *Health Fairs; National Health Education Consortium

Community health fairs usually focus on adult health issues and seldom on child and family health or the link between health and education. This guide's purpose is to assist communities in developing child and family-focused health fairs. The guide is divided into two major sections: pre-planning and planning. The pre-planning section covers steps that must be taken before planning a community health fair, covering aspects such as community assessment, community task force, target audience, mission statement, and timeline. The planning section includes a discussion of: (1) financing; (2) logistics, such as exhibitors, participants, fair location, and volunteers; (3) promotion, including advertising via newspaper, radio public service announcements, and community calendars; and (4) evaluation, including a sample evaluation form. A summary of a health fair project sponsored by the Eastern Shore Rural Health System (Onancock, Virginia) is provided as an example. The guide concludes with an overview of the National Health and Education Consortium's (NHEC) history and current goals. (BGC)

changes in rural conditions resulting from urbanization, reorganization and commercialization of agriculture, and farm tenantry from 1890 to 1920; effects of social change on rural society, local government, and the rural church; effects of social change on rural schooling including inadequacies of rural schools, increasing needs and costs, and the burden of taxation to fund rural schools; and needed changes, including institutional reconstruction and reorganization to improve rural schools, homes, community centers, and churches. Chapters in Part II cover fundamental needs in rural education; issues involving school organization and maintenance; the need for better school buildings and teaching equipment; reorganization of rural education, focusing on consolidated school systems; development of a new curriculum that prepares rural students for urban life and work; training needs of rural teachers; issues concerning rural leadership, evaluation of the school superintendency, and efforts towards achieving a reorganized county school system; and examples of rural education, ranging from a one-room school to a county-unit school system. Contains an extensive bibliography, an index, and numerous photographs, figures, diagrams, and maps. (LP) arrival of outsiders, over 100 languages were spoken in California. Subjects range from descriptive and informational topics, such as how marriages were arranged and how acorns were cooked, to larger concepts, such as the importance of family compared to the insignificance of the individual. The Indian belief that all things are alive in the same way that humans are alive explains why all things are viewed as sacred and why religion is very much a part of everyday life. Leaders were chosen because they were respected, and ruled by getting everyone to agree rather than by strength. Wars were small because winners had to give gifts for the people they had killed. A chapter on growing up Indian discusses family, nonformal learning, childhood games, reminiscences of childhood, toys, teaching-stories, learning to hunt, becoming a woman or man, and getting married. An index, a map of Native California, over 80 photographs, and a list of California Indian resources are included. (TD) instruments or articles and indicate availability. Each entry is coded according to type, purpose, grade levels, content covered, type of tasks, skills assessed, and type of scoring. An index by each category of coding is provided. Some of the entries are large-scale assessment instruments, some are informal assessments intended mainly for the classroom, and some are protocols intended primarily for research. (MKR)

ED 392 595   SE 057 652

Swetz, Frank, Ed.; And Others
Learn from the Masters.
PUB DATE- 95
NOTE- 303p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Mathematics; *Educational History; Higher Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; Teaching Methods
IDENTIFIERS- *Mathematics History

This book contains papers that identify and clarify techniques and pedagogical approaches for using the history of mathematics in teaching. The chapters are separated into two sections, one containing 8 chapters about secondary school mathematics and the other containing 15 chapters on higher mathematics. The first section discusses topics such as algorithms, analogies, logarithms, trigonometry, conic sections, and mathematical modeling. The second section contains papers about functions, calculus, heuristic reasoning, series, infinite numbers, abstract algebra, vectors, group theory, ring theory, applied mathematics, and a course in mathematics history. (MKR)

ED 392 596   SE 057 677

Amdahl, Kenn; Loats, Jim
Algebra Unplugged.
PUB DATE- 95
NOTE- 258p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Algebra; Concept Formation; *Humor; *Mathematical Concepts; Mathematics Instruction; Secondary Education

This book discusses algebra in a non-threatening, fun way. It explains concepts, vocabulary, and strategies of algebra in understandable terms. Chapter titles include: "Numbers with Interesting Properties"; "Important Concepts"; "Fraction Refresher"; "Terms, Factors, and Polynomials"; "Rearranging Expressions"; "Handy Tricks and Magic Words"; "Solving Equations"; "Graphing"; "Sometimes There's More Than One Answer"; "Functions and Formulas"; "Systems of Equations"; and "Looking Forward." (MKR)

ED 392 621   SE 057 797

Lieblich, Suzanne, Ed.
Understanding Our Environment: Water.
PUB DATE- 95
NOTE- 57p.; For all seven units in this series, see SE 057 794-801.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Earth Science; Elementary Secondary Education; Environmental Education; Hands on Science; Investigations; Natural Resources; Science Activities; *Water; Water Pollution; *Water Quality; *Water Resources

Part of the Understanding Our Environment project that is designed to engage students in investigating specific environmental problems through concrete activities and direct experience, this unit uses an in-depth study of a local stream or river to raise questions about the nature, sources, and uses of water. Students begin by identifying the course and uses of a local body of water and building a relief model of the course of water, and conclude with a field study that includes sampling and water quality testing. The objectives are: understanding the role of the water cycle; understanding the importance of water in our lives and the role water plays in supporting all living things; considering the impact of human activities on local waterways, local and global sources of water, and the water cycle; appreciating how people depend on a supply of fresh water; identifying sources and effects of water pollution; creating models of the water cycle, the course of a waterway, and a pond-water environment; collecting and analyzing data on water use and quality; studying and surveying a local waterway to determine its importance to people and other living things and its role in the environment; and acquiring field skills and knowledge students can apply to designing a follow-up cooperative project on water quality. (JRH)

ED 392 643 SE 057 977

Mason, Lucia
Collaborative Reasoning on Self-Generated Analogies: Conceptual Growth in Understanding Scientific Phenomena.
PUB DATE- Apr 95
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Cooperative Learning; Foreign Countries; Grade 4; *Group Discussion; *Group Dynamics; Intermediate Grades; *Knowledge Representation; *Scientific Concepts; *Thinking Skills
IDENTIFIERS- Alternative Conceptions; *Analogies; Italy

This study investigated fourth graders' (N=18) self-generated analogies and the effects of their collaborative reasoning and arguing over these analogies on individual understanding of three scientific phenomena concerning air pressure. The data were subjected to both a qualitative and quantitative analysis. The first showed that the children, on the basis of their alternative representations of what air could do, produced and used their own analogies as self-explanations both to help them learn the new material and communicate their understanding to others. Moreover, the analysis of the collaborative reasoning and arguing developed in small group discussions revealed that through steps of critical opposition and co-construction, the learners negotiated and renegotiated meanings and ideas to share a new common knowledge. The quantitative analysis showed that socio-cognitive interaction in small groups was fruitful as the children significantly progressed on an individual plane in giving their own explanations of each phenomenon as well as in recognizing the similarities between the three phenomena. In addition the qualitative data showed evidence that the children were able to exhibit metacognitive awareness of their conceptual growth. Educational implications are discussed. Contains 63 references. (Author/JRH)

things going on in their lives; (2) language: When using translators, interviews became more complex; non-verbal forms of communication are important to understand; (3) gender: When gender relations are constructed differently it affects the interview process; and (4) politics: The varying political opinions of the Cambodians in the U.S. affect the relationship between interviewer and interviewee and construction of the oral narrative. These topics should be given more attention when ethnographers evaluate their work. Ten notes contain approximately 13 references. (EH)

ED 392 666 SO 025 530

Fenwick, Tara; Parsons, Jim
Transformational Action as the Goal of Teaching Public Issues: Creating a Classroom Environment Where Social Action Can Flourish.
PUB DATE- Apr 95
NOTE- 56p.; Paper presented at a Conference on Citizenship Education: Canadian and International Dimensions (Fredericton, New Brunswick, Canada, April 5-7, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Activism; *Citizen Participation; Citizenship Education; Foreign Countries; Futures (of Society); Higher Education; Political Issues; *Public Policy; Public Sector; Secondary Education; *Social Action; *Social Attitudes; *Social Change; *Social Responsibility; Social Studies
IDENTIFIERS- Senge (Peter)

This paper renews the case for social action as a necessary and exciting part of the social studies curriculum and suggests that the social study of public issues should have a central place within this vision. The document focuses more on practical ideas that social studies teachers who have chosen to work in the area of social action, or those who might choose to do so, may use to proceed with their work. To do this, the paper has drawn largely from theoretical writings on learning organizations from the business world, particularly the work of Peter Senge. The contention is that social action within a social studies classroom and corporate action within a business community share many similarities: (1) they both work towards definable goals derived from a "big picture" vision; (2) they both must take advantage of individual strengths within the community; and (3) they both work in dynamic circumstances where knowledge is constituted within action and where decisions must constantly be made and remade to respond to changes in the environment. Recommendations are for the study of public issues as a way to increase student participation and bolster citizenship education. Contains 22 references. (EH)

Public Policy; Systems Approach
IDENTIFIERS- Goals 2000

This paper examines the determinants of systemic education reform in the American states. Socioeconomic, political, and cultural variables are all found to affect the level of systemic education policy in each state. Unlike many studies of policy determinants, urbanization is negatively associated with this particular policy. The political factors partisan competition and legislative turnover are also found to significantly inhibit systemic reform, but this result reverses within traditionalistic political cultures. Political culture also has a strong influence on state enactment of this type of policy, showing the reluctance of traditionalistic cultures to adopt new legislative programs. These results suggest that political and cultural variables both play important roles in the creation of state policies and that the determinants of these policies differ across both policy type and substantive area. Five tables accompany the text. (EH)

ED 392 689   SO 025 819

Sarbaugh-Thompson, Marjorie
Bargaining Over School Reform: Who Represents the Community?
PUB DATE- 95
NOTE- 44p.; A later version of a paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31-September 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collective Bargaining; Decision Making; *Educational Change; Elementary Secondary Education; Labor Demands; Negotiation Impasses; Participative Decision Making; Power Structure; *School Community Relationship; *Strikes; Teacher Rights; *Teacher Strikes; *Unions

This paper explores the implications for democratic policy making and school governance of collective bargaining with teachers. Based on a case study of the 1992 Teachers Strike in Detroit, Michigan, the research examines the relationships among actors involved in the strike and in its settlement. Findings of this research suggest that the strike derailed a reform movement and led to election of a new school board that encouraged the superintendent to resign. Citizens gained some limited attention to their concerns through involvement of the clergy, civic leaders, and the county executive's office. The research suggests that multilateral collective bargaining offers more opportunities for citizen representation in school policy making than does the traditional bilateral bargaining model. (EH)

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; Elementary Secondary Education; Foreign Countries; *International Cooperation; International Law; International Programs; *International Relations; Modern History; Social Studies; United States History; World Affairs; World History; World Problems
IDENTIFIERS- *United Nations

This guide accompanies a 30-minute color video of the same name. Chapters include: (1) "History of the United States" including information on the League of Nations, the birth of the United Nations, and the home of the United Nations; (2) "Structure of the Organization" which discusses each of the sections--General Assembly, Security Council, Economic and Social Council, Trusteeship Council, International Court of Justice, and Secretariat; (3) "The United Nations at Work" includes information on volunteers, the U.N. Children's Fund, the Development Programme; (4) "Who Pays" describes the dues structure; (5) "The Turning Point" discusses the end of the Cold War, and the United Nations during the Vietnam Era; and (6) "The United Nations: An Organization in Transition" describes the design for the 1990s, and projects the future for the United Nations. Appendices and classroom exercises accompany the text. (EH)

ED 392 713 SO 025 917

Baseball Module.
PUB DATE- 89
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletics; *Baseball; Integrated Activities; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; Outdoor Activities; Recreational Activities; Team Sports; *Thematic Approach

This interdisciplinary module for grades 4-8 takes advantage of student interest and participation in baseball. This module presents a conceptual framework for an alternative summer program. Included are suggested activities, materials, and handouts. The module is provided as a guide for teachers and administrators wishing to develop thematic units of instruction. Day headings in the chapter titles characterize the types of activities contained within that day. These activities relate to different content areas, such as Mathematics, Language Arts, and Science. The chapters are: (1) "Scouting Report"; (2) "Motivational Day"; (3) "Information Day"; (4) "Research Day"; (5) "Seventh Inning Stretch"; (6) "Activity Day"; and (7) "Culmination Day." Contains an extensive bibliography divided into three sections: fiction; non-fiction; and biographies. (EH) however, have enjoyed several successes in this realm; African, Asian, and Middle Eastern regimes have seen limited success. It is generally agreed that nongovernmental organizations have achieved the most. Despite accomplishments in human rights, no proclamation, international court, or commission can guarantee that human rights will be upheld. This prompts the question: do bills or declarations of rights really matter? The question should be at the core of civic education for democracy and liberty. Contains 34 references. (LAP)

ED 392 738 SP 036 035

Colnerud, Gunnel
Loyalty Conflicts in Teacher Ethics.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Codes of Ethics; *Collegiality; Elementary Secondary Education; *Ethics; Foreign Countries; Moral Values; Privacy; Public School Teachers; *Role Conflict; *Student School Relationship; Teacher Administrator Relationship; *Teacher Responsibility; *Teacher Student Relationship
IDENTIFIERS- Sweden

This study analyzes situations where teachers' loyalties to colleagues are in conflict with their loyalty to their students. According to written reports about ethical conflicts from 163 teachers in different, compulsory schools, teachers would have liked to report bad treatment of students by teachers or bad institutional policies towards students, but they did not break their loyalty to their colleagues and institutions. Ethical conflicts were found to arise from teachers' awareness of both eye-witness and hearsay problem situations between teacher and student and between student and institution. The teachers delivered 256 examples of experienced ethical conflicts, most involved caring for the student and questioning of a colleague's behavior towards students. The ethical metaphor of "whistleblowing" is used to analyze the universal difficulty of confronting a colleague. To blow the whistle on another teacher involves interfering in a colleague's private space--something no teacher wants to experience personally. In conclusion it would seem that teachers can be morally good only when the act does not conflict with an institutional norm and when it does not interfere with a colleague's privacy; also that it would be hardly possible to make ethical norms explicit in order to strengthen professional ethics in the teaching profession. (Contains 23 references.) (NAV) teaching experience; positive effects in this case were due to both theoretical orientation similarity and the personality traits of the cooperating teacher. Pair Three held dramatically opposed theoretical orientations to the reading process with no possible overlap, as well as dissimilar attitudes, understanding, focus, and expectations. In this case, the student teacher was displeased with the placement and felt that the cooperating teacher did not offer positive support. Findings of the study revealed that certain personality traits of cooperating teachers, in addition to belief systems or theoretical orientation, appear to be important factors in determining whether student teachers perceived their student teaching placements to be negative or positive. (Contains 10 references.) (ND)

ED 392 756 SP 036 492

Packard, Richard D.; And Others
A University Dispersed: Innovations in the Development of Cohort Programs and Multiple Course Delivery Systems. Critical Factors in the Development and Evaluation of Innovative Programs To Meet Students' Educational Needs.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cohort Analysis; *Distance Education; Educational Technology; Elementary Secondary Education; *Graduate Study; Higher Education; Partnerships in Education; *Preservice Teacher Education; Rural Schools; State Departments of Education; Student Teachers; Teacher Education Curriculum; *Teacher Education Programs; *Technological Advancement
IDENTIFIERS- Arizona

Newly adopted objectives for improving Arizona graduate educational efforts for student teachers in remote, rural areas are presented, specifically regarding the increased use of current information technology resources, such as television and computer modem courses. Current options as well as future possibilities are considered, such as partnerships, cohort groups, and advanced technological delivery systems (ATDS). Successful implementation of new technologies for teaching and learning requires that even faculty who are not directly involved in such programs should be made aware of them, as many everyday, local challenges may be addressed with similar technological innovation. It is concluded that holistic assessment and formative evaluation are crucial to program accountability and the continued success of a university program dispersed to remote regions and foreign borders. Appended exhibits, which comprise half the document, include the actual plan of the system to be implemented; media articles that prompted the review; pilot program description; research findings on cohort programs; and an evaluation of a modem-conducted, graduate ATDS. (NAV) literacy scores relative to college graduates in other occupations, this could indicate that relatively low salaries may not be attracting (or keeping) the most skilled college graduates to (in) the teaching profession. If, however, the literacy levels of teachers are no lower than those of their counterparts in other occupations, then other benefits (job security, a shorter work year, the opportunity to work with children, good retirement benefits, etc.) may be more important for attracting quality teachers than salary alone. Prose literacy scores, labor market outcomes, and other characteristics of full-time employed bachelor's degree recipients, by occupation in 1992 are presented. Analysis shows that in 1992 teachers had literacy skills similar to private-sector executives and managers, engineers, physicians, writers and artists, social workers, sales representatives, education administrators, and registered nurses. Teachers also tended to work fewer weeks per year than other college graduates, but at lower pay. (NAV)

ED 392 775 SP 036 521

Beasley, Kathrene; Featherstone, Helen
"The Big Old Conversation": Reflections on Mathematical Tasks and Discourse. NCRTL Craft Paper 95-5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Communication; Communication (Thought Transfer); *Convergent Thinking; Discourse Modes; *Divergent Thinking; *Elementary School Mathematics; Elementary School Students; Elementary School Teachers; Grade 3; *Mathematics Instruction; Primary Education; Problem Solving; Questioning Techniques; *Teacher Student Relationship; *Teaching Methods

A third-grade teacher and a teacher educator argue that, in an elementary mathematics class in which the teacher is encouraging the children to communicate and justify their mathematical ideas, the features of a mathematical task shape the mathematical discourse. They conjecture that divergent tasks, problems with many correct answers, may generate discourse in which students find it difficult to connect their classmates' ideas to their own and to listen to them with interest and respect. On the other hand, convergent tasks that point the students in the direction of a single answer appear to create an instructional context in which students may find it easier to connect to and care about other children's solutions and ideas. Two class lessons are discussed that illustrate the connections found between tasks and discourse in the mathematics classroom when teaching the concept of negative numbers. (NAV)

Development; Mathematics Instruction; Mathematics Teachers;
Secondary School Mathematics; *Teacher Role; *Teacher Student
Relationship; Verbal Communication

This paper investigates the teacher's role in discussion-intensive pedagogy, arguing that one of the teacher's roles is to support an atmosphere of intellectual ferment. It offers possible language and stance for examining, describing, and analyzing these aspects of classroom discourse; language that is capable of finer distinctions, and a stance that is less aimed at evaluation. Teachers must manage productively the inevitable disagreements among students and between students and accepted mathematics. They must focus discussions, clarify students' views, and engage students in the examination of others' ideas. Making substantive mathematical comments or "telling" is one way that teachers can move students away from entrenched disagreements or provide useful disequilibrium and disagreement in the classroom. Two actual classroom episodes are presented to ground the discussion in a close view of the challenges posed for the teacher's role, followed by an analysis of the situations and the pedagogical issues posed. (Contains 29 references.) (NAV)

*Process Measures

Education in contemporary society is no longer the selective enterprise for which a product evaluation approach is appropriate. Process evaluation, however, complements a new view of education--education offers all students opportunities for individual growth. A process approach focuses on what is understood. Focusing on learning activity and targeting behavior, it accounts for the interaction of knowledge, skills, and perceptions as they emerge in a learning process. Opponents of process evaluation believe it is in conflict with the structure of schools, but research does not support this idea. Process evaluation is also often thought to lack standards, but, in fact, its standards are grounded in cognitive psychology and the concepts of systems testing. A final argument against process evaluation has been that it conflicts with the traditional aims of education. Measurement, however, must evolve to suit today's education, which promises the development of individual skills. While many recognize the value of process evaluation, its application to large-scale programs will require sound research, collaboration between research and practice, the implementation of pilot programs, and national networking for information dissemination. (Contains 44 references.) (SLD)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Associative Learning; *Cognitive Processes; Foreign Countries; *Inferences; *Prior Learning; Reading Comprehension; Schemata (Cognition)
IDENTIFIERS- *Elaboration; *Schema Theory; Text Processing (Reading)

Effects of mobilizing prior knowledge on information processing were studied with 3 groups of 12 adult subjects each. The assumption that activating different kinds of prior knowledge would induce different information processing activities during subsequent text processing (inferencing or elaborating) was tested using passages about fishing policy or tourism in the European Economic Community. It was hypothesized that inferences are induced by activating prior knowledge that could have evolved into a schema through experiences in a particular domain, and that they instantiate the schema. Elaborations, on the other hand, would result from activating limited prior knowledge, represented in an associative network. Elaborations would be required during subsequent text processing to bridge gaps between conceptual nodes in the text and nodes in the associative network. Findings suggested that inferences were mostly drawn when the activated prior knowledge had evolved into a schema, but elaborations were most frequent when limited prior knowledge was activated, represented in an associative net. Appendixes contain a sample passage, and an analysis of responses to the passage. (Contains 2 tables and 17 references.) (Author/SLD)

ED 392 832 TM 024 524

Kennedy, Rob
A Comparison of Limited vs. Unlimited Retakes of a Multiple-Choice Test.
PUB DATE- 10 Nov 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Graduate Students; Graduate Study; Higher Education; Item Banks; *Multiple Choice Tests; Research Design; *Scores; *Student Motivation; Test Items; *Test Results
IDENTIFIERS- *Test Repeaters

The purpose of this study was to compare the scores of students who were allowed unlimited retakes of a multiple-choice test with the scores of students who were limited to only four retakes (five trials) of the same test. The tests were each made up of 20 randomly drawn questions from a large pool of questions about research methods. Three graduate research classes were involved in the study; two were the limited groups (11 and 18 students) and one was the unlimited group (14 students). The groups were analyzed using a 3 x 5 repeated measures analysis of variance design. The between-subjects factor was treatment group and the within-subjects factor was test administration (five administrations). The results indicated significant differences (p 0.01) both between and within groups. The interaction effect was not significant. Additional research is necessary to clarify the appropriate number of trials for tests to insure adequate learning while providing sufficient motivation for students to study rather than memorize answers. (Contains 13 references.) (Author/SLD)

ED 392 833 TM 024 529

Kennedy, Rob
A Study of the Relationship between Scores and Time on Tests.
PUB DATE- 9 Nov 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graduate Students; Graduate Study; Higher Education; *Multiple Choice Tests; Performance; *Scores; Testing Problems; *Test Length; Time; *Timed Tests

The purpose of this study was to investigate the relationship between the scores students earned on multiple choice tests and the number of minutes students required to complete the tests. The 5 tests were made up of 20 randomly drawn questions from a large pool of questions about research methods. Students were allowed an unlimited amount of time to complete the tests, although no student required more than 1 hour for any of the five administrations of the test. Two graduate research classes were involved in the study, and the pooled group sizes for which there were complete data ranged from 32 to 42. Pearson correlations for the five administrations of the test ranged

NOTE- 51p.; For report for fiscal years 1980 to 1994, see ED 378 235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Costs; *Educational Finance; Educational Trends; *Elementary Secondary Education; Expenditures; *Federal Government; *Financial Support; *Government Role; Higher Education; Research Projects; *Resource Allocation; School Funds; School Support; Trend Analysis

This report attempts to provide a comprehensive picture of total federal financial support for education since fiscal year 1980. To the extent possible, outlays, or actual dollars spent, were used rather than obligations (spending commitments), with the exception of funds for academic research at institutions of higher education. Federal education funding is grouped into three categories: (1) on-budget support; (2) off-budget support; and (3) nonfederal funds generated by federal programs. Federal support for education, excluding estimated federal tax expenditures, was an estimated $100.1 billion in fiscal year (FY) 1995, an increase of $37.3 billion (in current dollars), or 59%, since FY 90. After adjustment for inflation, federal support for education increased 36.5% between FY 90 and FY 95. On-budget funds for 1995 were estimated to be $73.8 billion (in constant dollars). Off-budget funds and nonfederal funds generated by federal legislation were estimated at $26.2 billion, a rise of 135% in current dollars between FY 90 and FY 95. Between FY 80 and FY 95 federal on-budget funds for elementary and secondary education increased 18%, and postsecondary funds declined 14%. Other education funds increased 75%, and funds for research at institutions of higher education increased 48%. Six appendixes present detailed tables. (Contains 3 figures, 18 text tables, and 6 appendix tables.) (SLD)

ED 392 854 TM 024 893

Malitz, Gerald; And Others
A Pilot Standard National Course Classification System for Secondary Education, 1995. Diskette.
PUB DATE- Sep 95
NOTE- Three diskettes in Folio VIP version for Windows 3.0 and 3.1. "Development coordinated by MPR Associates under contract to the National Center for Education Statistics."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reference Materials - General (130)
DESCRIPTORS- *Classification; Coding; Course Evaluation; *Courses; Databases; *Data Collection; Definitions; Educational Research; *Pilot Projects; *Secondary Education
IDENTIFIERS- *Standardization

Presents an "infobase" version of "A Pilot Standard National Course Classification System for Secondary Education" to allow users to browse, search, annotate, print, and export information electronically. This publication is the culmination of a major effort to help establish common terminology, descriptions, and a coding structure for course information at the secondary level. It provides a framework for the standardization of information that reflects current practice. The proposed classification system is an outcome of the commitment of NCES to facilitate the collection, reporting, and use of high quality education information. Instructions for

Longitudinal Study 1988

This article discusses the research potential for some of the National Center for Educational Statistics' data sets, specifically those focused on junior and senior high school students. All share some characteristics, but it is the most recent (National Education Longitudinal Study: 1988) (NELS:88) which is the most comprehensive. Since data is gathered not only from the students themselves, but parents, teachers, and school administrators, researchers can begin to put the educational process "in context" and include extra classroom factors in their analyses. Data are available on CD-ROMs, a format that has advantages as well as limitations. Given the fact that NELS:88 began when the students were in the eighth grade, it is possible to study the gender gap in mathematics and science. Missing data, internal inconsistencies, and lack of school contextual data are problems. In addition, as presently constructed, these data sets cannot be used to study students attending schools in the very large cities. (Contains 2 tables and 21 references.) (Author/SLD)

ED 392 876 UD 030 841

Gibbs, John C.; And Others
The EQUIP Program. Teaching Youth To Think and Act Responsibly through a Peer-Helping Approach.
PUB DATE- 95
NOTE- 373p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Antisocial Behavior; Behavior Problems; *Conflict Resolution; *Helping Relationship; Organizational Climate; *Peer Influence; Peer Relationship; Peer Teaching; Professional Development; Program Development; Program Implementation; *Self Control; Skill Development; Student Motivation

EQUIP is a new and effective program that motivates and equips them with social skills young people with antisocial behavior problems need to help themselves and one another. This book provides all the material needed for understanding and implementing the EQUIP program. The first chapter develops the rationale for EQUIP, introduces its basic features and components, and describes a recent study of its effectiveness. The rest of Part 1 concerns the techniques (Chapter 2) and the skills (Chapters 3 through 5) needed for motivating antisocial youth and equipping them with skills for peer help. The chapters in Part 2 address program-level considerations, including procedures for program implementation and maintenance (Chapter 6), principles for developing a positive staff culture (Chapter 7), and ways in which EQUIP might be adapted or expanded (Chapter 8). Two appendixes contain two of the assessment instruments mentioned throughout the book. (Contains 14 figures, 12 tables, and 254 references.) (SLD)

ED 392 877 UD 030 842

Beauboeuf-Lafontant, Tamara, Ed.; Augustine, D. Smith, Ed.
Facing Racism in Education. Second Edition. Harvard Educational Review Reprint Series No. 28.
PUB DATE- 96
NOTE- 412p.

from 0.06 to 0.30, all suggesting little relationship. It was concluded that student performance does not depend on the amount of time spent on the test. Providing unlimited amounts of time for testing is probably not necessary as long as reasonable time is available. (Contains one table and seven references.) (Author/SLD)

ED 392 834 TM 024 565

Roelofs, Erik
Class Heterogeneity & Adaptive Teaching in Dutch Secondary Education.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; Core Curriculum; Curriculum Development; Dutch; *Educational Environment; English; Foreign Countries; *Heterogeneous Grouping; *Homogeneous Grouping; Mathematics; Secondary Education; *Teaching Methods; Time Factors (Learning); *Time on Task
IDENTIFIERS- *Adaptive Instructional Methods; *Heterogeneous Classrooms; Netherlands

At the end of the 1992-93 school year, Dutch schools finished their preparations for a new core curriculum for the first stage of secondary education. One of the problems teachers faced in implementing this curriculum was the problem of class heterogeneity. How teachers dealt with heterogeneity was studied through an examination of the use of academic learning time by 25 teachers and their students from 3 secondary schools in English, Dutch, and mathematics courses. Fifteen teachers participated in both study years; 10 were replaced after the first year. The schools differed in the way that they formed classes--heterogeneous, homogenous, or "tiled" (composed of overlapping layers of abilities). Results showed that decisions concerning classroom composition were related to particular preferred learning environments, ranging from "whole-class" in homogeneous classes to individualized settings in heterogeneous classes. Time-on-task levels were found to be higher in homogeneous than in heterogeneous classes, and an interaction effect between ability level and classroom heterogeneity was found for time-on-task during seatwork. Well-known measures for adapting instruction to individual students' needs were not clearly visible. (Contains 5 tables, 2 figures, and 24 references.) (SLD)

ED 392 835 TM 024 604

Wang, Xiaoping; Maxey, James
Gender Differences in the ACT Mathematics Tests: A Cross Cultural Comparison.
PUB DATE- 19 Apr 95
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; College Entrance Examinations; Comparative

installation and use, including system requirements, are presented. (SLD)

ED 392 855 UD 030 816

Connor, Marlene Kim
What Is Cool? Understanding Black Manhood in America.
PUB DATE- 95
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Black Attitudes; Black Culture; *Blacks; Emotional Response; *Males; Mass Media Effects; *Racial Identification; *Self Esteem
IDENTIFIERS- *Cool (Attitude); *Masculinity; Respect

Cool is possibly the most important force in the life of a black man in America today. This book examines what cool is, and why, but it does not define what is, or is not, cool. African captives brought to this country had to internalize their emotions, and this internalization became the beginning of cool. The repression of natural emotions is one of the first characteristics of being cool. As the need to survive ebbed, black men faced the need to define an achievable manhood, and cool became a system that serves many purposes. The white perception of cool is narrow and distorted, with cool often perceived merely as style or arrogance, rather than a way to achieve respect. Cool is discussed in various contexts, including its portrayal in the media. What is cool is determined by the peer group, the family, and an individual's point of view and perspective. While what is cool differs, the concept remains that of a boy trying to become a man in his environment, with the requisite and well-deserved self-esteem and respect that come with manhood. (SLD)

ED 392 856 UD 030 817

Holzer, Henry J.
Employer Skill Needs and Labor Market Outcomes across Groups.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.; Russell Sage Foundation, New York, N.Y.
PUB DATE- Nov 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Educational Attainment; *Employees; *Employers; Employment Patterns; *Employment Qualifications; Job Applicants; *Job Skills; *Labor Market; *Racial Differences; Racial Discrimination; Salary Wage Differentials; Sex Differences; Surveys; Whites

Data from a survey of 800 employers were used to investigate the effects of employer skill needs on the wage levels and employment of newly hired workers, and especially on how these outcomes differ by race, gender, and educational group. Results showed that very few new jobs were available to workers who lacked credentials such as diplomas or experience, or the job skills needed for daily task performance. This was true even of jobs that did not require college degrees. The hiring and task performance requirements of new jobs were associated with lower employment of blacks relative to whites within each gender. They also had significant effects on starting hourly wages, even after controlling for educational attainment of the worker. The effects of employer skill needs on employment

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- American Indians; Bilingual Education; Blacks; *Cultural Differences; *Educational Experience; *Elementary Secondary Education; *Higher Education; *Minority Groups; *Racial Bias; Racial Differences; Racial Discrimination; Racial Identification; Teaching Methods

Since the publication of the first edition of this book, the nation has moved from silence about the reality of racism to the denial of its existence. Talking about racism is never easy, but the eight chapters from the original edition and eight new chapters provide insight into racism in education and strategies for change. Included are: (1) "Wounding the Spirit: Discrimination and Traditional American Indian Belief Systems" (Carol Locust); (2) "Navajo Youth and Anglo Racism: Cultural Integrity and Resistance" (Donna Deyhle); (3) "Reflections of a Black Social Scientist: Some Struggles, Some Doubts, Some Hopes" (Jacquelyn Mitchell); (4) "Racism in Academia: The Old Wolf Revisited" (Maria de la Luz Reyes and John J. Halcon); (5) "Giving Voice to the Voiceless" (Beverly McElroy-Johnson); (6) "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children" (Lisa D. Delpit); (7) "Fundamental Considerations: The Deep Meaning of Native American Schooling, 1880-1900" (David Wallace Adams); (8) "Transitional Bilingual Education and the Socialization of Immigrants" (David Spener); (9) "Racelessness as a Factor in Black Students' School Success: Pragmatic Strategy or Pyrrhic Victory" (Signithia Fordham); (10) "Caswell County Training School, 1933-1969: Relationships between Community and School" (Emilie V. Siddle Walker); (11) "Cultivating a Morality of Care in African American Adolescents: A Culture-Based Model of Violence Prevention" (Janie V. Ward); (12) "Reading the World of School Literacy: Contextualizing the Experience of a Young African American Male" (Arlette Ingram Willis); (13) "Because You Like Us: The Language of Control" (Cynthia Ballenger); (14) "Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom" (Beverly Daniel Tatum); (15) "Empowering Minority Students: A Framework for Intervention" (Jim Cummins); and (16) "Uncertain Allies: Understanding the Boundaries of Race and Teaching" (Marilyn Cochran-Smith). Each chapter contains references. (SLD)

Analysis; *Cross Cultural Studies; Foreign Countries; Grade 12; *High School Graduates; High Schools; *Mathematics Tests; Scores; *Sex Differences; *Statistical Distributions; Test Results
IDENTIFIERS- *ACT Assessment; *China

This study focused on gender differences in scores on the American College Testing Program (ACT) assessment in mathematics for a large sample of U.S. high school graduates (over 1,700,000) and a sample of 321 Chinese twelfth graders. A smaller gender difference was found for the Chinese sample than for the U.S. sample. However, a similar pattern of difference was found for both cultures. Gender differences existed not only in score means but also in score distributions. Gender differences increasingly favored males as subject ability level increased, and the magnitude of gender differences was varied across tasks for both cultures. The homogeneous culture for Chinese males and females might be one cause of the smaller gender difference in the Chinese sample. (Contains 5 tables, 9 figures, and 6 references.) (Author/SLD)

ED 392 836 TM 024 606

Spencer, Thelma L.
The Testing Mania: Wreckage or Reform?
PUB DATE- 19 Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Curriculum; *Educational Assessment; Educational Change; Educational Improvement; Elementary Secondary Education; *National Competency Tests; Performance Based Assessment; Standardized Tests; Test Construction; *Testing; *Test Use
IDENTIFIERS- *Alternative Assessment; America 2000; National Education Goals 1990; *Reform Efforts

This paper synthesizes information derived from five sources regarding issues in testing as they related to the American 2000; an education strategy and the national education goals. The focus is on proposed national tests. The issue of national testing extends far beyond testing itself because it touches on the structure of the U.S. educational system. Many educators argue that negative consequences are almost inevitable in a national testing program and that curriculum and goals will be manipulated to promote higher test scores. Even advocates of a national test recognize that accountability poses a serious problem and that curriculum as it exists and test content often do not complement each other. Overall, mainstream educators appear to have accepted the inevitability of some kind of national test, but most doubt that it will result in substantial educational improvement. Schools across the country are overwhelmed now by the standardized tests in use, and they are beginning to attempt to use alternative assessments to measure student achievement. If the proposed American Achievement Tests do not reflect the new paradigm of teaching students to think critically and solve problems creatively, then they should be redesigned. (Contains five references.) (SLD)

ED 392 837 TM 024 608

patterns help to account for some of the observed differences in hourly wages across racial and educational groups, especially among men. Recent trends over time seem consistent with these findings, along with evidence that skill needs have been rising among employers. Results also indicate that discriminatory employer preferences across racial groups play some role in determining employment outcomes for these groups, even after controlling for skill needs. (Contains 6 tables and 44 references.) (Author/SLD)

ED 392 857 UD 030 818

McGinnis, J. Randy
Student Perceptions of Science Teacher Actions in Two Culturally Diverse Middle-Level Science Classrooms: A Case Study in the American Deep South.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cultural Differences; Educational Research; Ethnic Groups; Grade 7; Grade 8; Junior High Schools; *Junior High School Students; Multicultural Education; *Racial Differences; Science Instruction; *Science Teachers; *Student Attitudes; *Teaching Methods; Urban Schools; Urban Youth
IDENTIFIERS- *United States (South)

The purpose of this study was to give voice to students' perceptions in two science classrooms taught by two white teachers in an urban multicultural middle-level school situated in the American Deep South. Student participants were 35 students of different ethnicities in grades 7 and 8. The theoretical reference used is social contextual, a reference advocated by a growing number of education researchers. Insights emerging from the study are intended to support critical reflection on the part of science teachers practicing in that context and to others who see application in different contexts. It is asserted that students of diverse backgrounds schooling in a context historically associated with racism directed toward African-Americans are sensitive to teacher attitudes and actions that could be interpreted as discriminatory. Implications for science teacher practices and for future research in middle-level contexts are discussed. (Contains 12 references.) (Author/SLD)

ED 392 858 UD 030 819

A Tale of Two Nations: The Creation of American "Poverty Nomads."
PUB DATE- Jan 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economically Disadvantaged; Etiology; *Family Characteristics; Federal Legislation; *Futures (of Society); *Homeless People; *Housing Needs; Low Income Groups; *Poverty; Public Policy; Social Problems; State Legislation; Trend Analysis; Urban Problems

This report provides a snapshot of homelessness in America as it exists today, and as it can be expected to exist in the future. By further dismantling the safety net that protects many

Kreft, Ita G. G.
The Effects of Centering in Multilevel Analysis: Is the Public School the Loser or the Winner?
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Estimation (Mathematics); Goodness of Fit; Mathematical Models; *Private Schools; *Public Schools; Research Methodology; *School Effectiveness
IDENTIFIERS- *Centering; *Multilevel Analysis; National Education Longitudinal Study 1988

Centering is a problem in multilevel analysis that needs to be addressed. Multilevel analysis gives researchers a choice between centering within context and grand mean centering, both statistically sound ways to improve estimation of the parameters in the model. Researchers of the most widely used software package for the analysis of hierarchically nested data, HLM, commonly center within context. The practice of centering around the group mean, while not adding the mean back into the model deletes information from the data, may lead to overestimation of the macro level variables in the model. Centering around the group mean is fitting another model. Reasons to center or not to center are discussed, based on examples from data from the National Education Longitudinal Study of 1988. Comparison of data from public and private schools about mathematics achievement shows that different conclusions are reached depending on the data management scheme. Although research on school effects is not yet free of methodological and conceptual problems, existing models have the potential to expand knowledge when used correctly. (Contains 6 tables and 17 references.) (SLD)

ED 392 838 TM 024 614

Kvale, Steinar
Evaluation as Construction of Knowledge.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Cross Cultural Studies; Culture; *Evaluation Methods; Foreign Countries; Intellectual Disciplines; *Knowledge Level; Metacognition; *Student Evaluation; *Test Use
IDENTIFIERS- Discourse; Knowledge Acquisition; *Metanarration; *Postmodernism

Evaluation is discussed as knowledge construction. Examinations are considered as tests of knowledge or as tests of students and then as selection tools or as the construction of knowledge in themselves. Examinations involve the power to define what is common knowledge in a discipline and in a culture, and the examination discourse contributes to the construction of this valid knowledge. The postmodern perspective on knowledge is families living on the edge, policymakers will ensure that the numbers of homeless and destitute families increase, creating a new era of homelessness dominated by a growing class of "poverty nomads." Over 400,000 families are homeless now, with only 16% homeless due to one-time housing emergencies such as hazardous living conditions or financial hardships. Most lived with friends and relatives in crowded conditions. Once they lost those supports, shelters became the last option, with instability and impermanence as a way of life for many families. Homelessness has changed from an emergency-driven situation to a long-term, poverty-driven condition. New federal and state cuts will increase the numbers of nomadic poor, and the loss of housing will become a primary cause of homelessness. Finding new ways to maintain current levels of support can reduce the numbers of homeless families in the future. (Contains five figures.) (SLD)

ED 392 859 UD 030 820

The Challenge of Urbanization. The World's Large Cities.
PUB DATE- 95
NOTE- 301p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- City Government; *Community Characteristics; *Crowding; Developed Nations; Developing Nations; *Economic Factors; Foreign Countries; Population Growth; *Profiles; *Urban Areas; Urban Demography; *Urbanization; Urban Planning; Urban Problems

This publication concentrates on city problems and special city planning issues in the world's large cities, pinpointing their demographic characteristics, economic structure, available social services, and infrastructures, as well as current issues facing city planners. Profiles of 100 large cities across the world, from Abidjan to Yangon, make up 256 of 301 total pages. Population ranking was not the only criterion for selection of the cities; that would have resulted in a disproportionately large number of cities in China. Most of the cities profiled have populations of more than 500,000, but a few smaller cities were selected to maintain a balanced geographic representation. Cities are included from the following regions: (1) 18 from Africa; (2) 29 from Asia; (3) 24 from Europe; (4) 20 from Latin American and the Caribbean; (5) 4 from Northern America; and (6) 5 from Oceania. These descriptions highlight the tremendous diversity in the experiences of the world's large cities. Increasing urbanization means different things in different places, but it causes a general demand for land, a demand that is one of the major challenges facing most cities in the immediate future. The profiles do not contain any information specifically about education. (Contains 19 general references and 489 references related to the city profiles.) (SLD)

ED 392 860 UD 030 821

McGinnis, J. Randy; Davis, Rachel T.
Researching the Induction of Intending Elementary Science Teachers in Multicultural Settings: The Science Methods Component.
PUB DATE- Mar 95
NOTE- 24p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Philadelphia, PA, March 23-26, 1995). For related paper, see UD 030 822. Appendices C and D not included with copy received by ERIC.

characterized by a disbelief in the metanarratives of legitimation. Knowledge is not fixed, but constructed, and a postmodernist perspective leads to the interpretation of knowledge as social construction. Some of the knowledge tensions in a postmodern condition are applied to evaluation, focusing on the tension between universal commensurability and the narratives of local cultures in an era when universal metanarratives no longer appear as the foundations of valid knowledge. The future of evaluation may rest on research that crosses cultural and disciplinary boundaries. (Contains 2 figures and 31 references.) (SLD)

ED 392 839 TM 024 617

Kim, JinGyu; McLean, James E.
The Influence of Examinee Test-Taking Motivation in Computerized Adaptive Testing.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adaptive Testing; Aptitude Tests; *College Students; *Computer Assisted Testing; Foreign Countries; Higher Education; Mathematics Achievement; Multivariate Analysis; Self Concept; Student Attitudes; *Student Motivation; *Test Anxiety
IDENTIFIERS- Korea; *Koreans; Paper and Pencil Tests

The purpose of the study was to investigate the effects of test motivation on estimated ability, test anxiety, and attitudes toward computerized adaptive testing (CAT). Korean college students (n=208) were given the Math Aptitude Test, Math Self-Concept Scale, Math Test Anxiety Scale, Computer Competence Instrument, Computer Anxiety Scale, and Test Anxiety Inventory in the regular classroom. The two groups (motivated and non-motivated) were randomly assigned by each course section. The motivated group was given special test instructions. The paper-and-pencil test (PPT) and the CAT algebra tests were given to each group in random order (PPT-CAT or CAT-PPT) under the counterbalanced design at the computer laboratory. They were also given a 10-item paper test anxiety scale, a 10-item computer test anxiety scale, and a paper-and-pencil version of the Questionnaire on Computerized Adaptive Testing. A multivariate analysis of covariance, with the math aptitude and the test anxiety as covariates, demonstrated that test motivation influenced improvement in estimated ability and reduction in test anxiety, but did not affect CAT attitudes. (Contains 4 tables and 45 references.) (Author)

ED 392 840 TM 024 622

De Ayala, R. J.; And Others
An Investigation of the Standard Errors of Expected A Posteriori Ability Estimates.
PUB DATE- Apr 95
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; Case Studies; Cultural Differences; Educational Research; Elementary Education; *Elementary School Teachers; *Multicultural Education; Qualitative Research; *Science Instruction; Science Teachers; Teacher Attitudes; *Teacher Education; Teaching Methods
IDENTIFIERS- *Preservice Teachers

This in-depth case study investigated the deliberate attempt to infuse a multicultural perspective throughout a science methods course required of all intending elementary teachers at a major research university. Intending teachers' perspectives of being inducted into a profession overtly signifying its commitment to multicultural awareness and action were documented during multicultural activities, class discussions, guided individual journal entries, group and individual semi-structured audiotaped interviews, and field notes taken during the 2-day a week school-based placement in multicultural settings. Data from an initial sample of 40 preservice teachers were analyzed through standard qualitative techniques to generate insights for science teacher educators. Implications for science teacher education focus on two assertions: the evolutionary aspect of multicultural awareness among intending elementary science teachers and the crucial influence of the science methods instructors. Appendix A contains journal writing questions, and Appendix B contains the study survey. Appendixes labeled E, F, and G contain interview protocols. (Contains 16 references.) (Author/SLD)

ED 392 861 UD 030 822

McGinnis, J. Randy; Davis, Rachel T.
Researching the Induction of Intending Elementary Science Teachers in Multicultural Settings: The Science Student Teaching Component.
PUB DATE- Nov 95
NOTE- 17p.; Paper presented at the regional conference of the National Science Teachers Association (Baltimore, MD, November 16-18, 1995). For related paper, see UD 030 821.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; Case Studies; Cultural Differences; Educational Research; Elementary Education; *Elementary School Teachers; *Multicultural Education; Qualitative Research; *Science Instruction; Science Teachers; Student Teacher Attitudes; *Student Teachers; Teacher Attitudes; *Teacher Education; Teaching Methods
IDENTIFIERS- *Preservice Teachers

This is one component of an in-depth, longitudinal case study investigating the deliberate attempt to infuse a science multicultural perspective throughout an elementary teacher education program at a major research university. Intending teachers' perspectives of being inducted into a profession overtly signifying its commitment to multicultural awareness and action were documented during their methods experience, their student teaching experience, and during the first few years of their teaching practice. The focus in this paper is the student teaching component for 40 prospective science teachers. Data sources were individual semi-structured audiotaped interviews. Data were analyzed through standard

DESCRIPTORS- *Adaptive Testing; *Bayesian Statistics; *Error of Measurement; *Estimation (Mathematics); *Maximum Likelihood Statistics; Monte Carlo Methods

IDENTIFIERS- Ability Estimates; *Expected A Posteriori Tests

Expected a posteriori has a number of advantages over maximum likelihood estimation or maximum a posteriori (MAP) estimation methods. These include ability estimates (thetas) for all response patterns, less regression towards the mean than MAP ability estimates, and a lower average squared error. R. D. Bock and R. J. Mislevy (1982) state that the posterior standard deviation (PSD theta) is virtually interchangeable with the standard error (SEE). A typical criterion for terminating an adaptive test is when the theta's SEE is equal to or less than a predetermined value. However, if there are conditions in which the PSD theta is not interchangeable with the SEE, then the adaptive test may not be validly terminated. The use of the PSD theta in situations where an examinee is classified on the basis of his or her ability may lead to incorrect classifications if the PSD theta does not agree with the SEE. Results of this Monte Carlo study showed that the use of 10 quadrature points tends to result in PSD thetas which underestimate the observed standard error. The use of 80 quadrature points, given the test's length, is recommended where accurate PSD thetas are required. (Contains 8 figures, 14 tables, and 14 references.) (Author/SLD)

ED 392 841 TM 024 667

Gadalla, Tahany

A Confirmatory Factor Analysis and a Group Comparison Analysis of the IEA Student Attitude Questionnaire.

PUB DATE- Apr 95

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Comparative Analysis; Cross Cultural Studies; *Factor Structure; Foreign Countries; *Goodness of Fit; International Education; Models; Questionnaires; Sex Differences; *Student Attitudes; *Test Items; Test Reliability; Test Use; Test Validity

IDENTIFIERS- Canada; Confirmatory Factor Analysis; *International Assn Evaluation Educ Achievement; Missing Data; *Second International Mathematics Study

The Second International Mathematics Study was conducted in 20 countries under the sponsorship of the International Association for Evaluation of Educational Achievement (IEA). Among the instruments used in this study was a questionnaire investigating student attitudes about school, instruction, and mathematics. The fit of an a priori model that postulates the relationships between observed responses to sets of items comprising different scales and the latent traits the scales are designed to indicate was studied. The hypothesis of equality of factor structure for boys and girls was also tested. Data were from 13-year-old Canadian students, 2,422 boys and 2,401 girls. The PRELIS computer program was used to compute the polychoric correlations and the asymptotic covariance matrices for the response data, using listwise deletion of missing responses. Analyses made it apparent that most items needed revision, that they had poor reliability, and that they seemed to be measuring a mixture of traits.

qualitative techniques to generate insights for science teacher educators. Implications for science teacher education focus on the assertions that intending teachers bring multiple perspectives to their teaching and that these perspectives face a commitment test during the student teaching experience. In addition, intending teachers discovered during student teaching that the schools in which they were placed did not really value science teaching. (Contains 2 figures and 16 references.) (Author/SLD)

ED 392 862 UD 030 823

Wilson, Craig
Promoting an Image: A Vietnamese Success Strategy throughout History.
PUB DATE- May 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Asian Americans; Asian History; Beliefs; Cultural Differences; *Cultural Traits; Elementary Secondary Education; Ethnic Groups; Expectation; Higher Education; *Immigrants; *Role of Education; Socioeconomic Status; *Vietnamese People
IDENTIFIERS- *Confucius; Respect

It is argued that high academic achievement among Vietnamese refugee and immigrant students is, in some part, the reflection of a survival strategy that has been employed over centuries of Vietnamese confrontations with more powerful peoples. Historical circumstances have reinforced a Vietnamese belief that a causal link exists between the opinions of outsiders and the welfare of the Vietnamese people. Long-term interactions between Confucian values and political conditions in Vietnam are at the root of Vietnamese assumptions about connections between academic performance and earning respect from outsiders. In addition, the immigrant status of Vietnamese in America promotes a belief in the importance of education as a way to advance. Evidence is reviewed that supports the assertion that the Vietnamese believe that they should be seen as lovers of learning in their dealings with other cultures. Implications for American teachers of Vietnamese children are discussed. Teachers should be aware that students may have high expectations that may be difficult to sustain, and they should be aware of a tendency for young Vietnamese males to associate almost exclusively with other Vietnamese. An appendix contains student responses to an incident of violence involving Vietnamese youth. (Contains 65 references.) (SLD)

ED 392 863 UD 030 824

Parker, Franklin
"The Bell Curve": Does IQ and Race Determine Class and Place in America?
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Blacks; *Equal Education; *Genetics; *Intelligence Quotient; Intelligence Tests; Nature Nurture Controversy; Political Influences; *Racial Differences; Racial Discrimination; Social Class; Social Problems; Socioeconomic

Insufficient evidence was found concerning the hypothesis that boys and girls had the same factor pattern. The validity of international comparisons from survey responses has not been established. (Contains two figures and three tables.) (SLD)

ED 392 842 TM 024 671

Diehl, Christine; And Others
Multiple Representations for Improving Scientific Thinking.
SPONS. AGENCY- National Academy of Education, Washington, D.C.; National Science Foundation, Washington, D.C.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). Tables contain handwriting that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Computer Assisted Instruction; *Diagrams; Evaluation Methods; Higher Education; *Scientific Attitudes; *Thinking Skills; *Undergraduate Students
IDENTIFIERS- Convince Me Computer Software; *Representational Modeling

The "Convince Me" "reasoner's workbench" software provides a means of explicating and revising arguments and a "reasoning engine" for assessing one's beliefs. A proposed modification to the Convince Me interface, the addition of an online diagrammatic representation to an argument's structure, is premised on the belief that multiple representations can lead to a more robust understanding of a concept and a belief in the utility of diagrams as tools for reflection. This study investigated how students made sense of their arguments, as structured with the Convince Me interface, through the use of diagrams. The impact of re-representing an argument was assessed through the Convince Me interface, an argument diagram, and a more standard argument listing. Results with 24 undergraduates indicated that by itself and with another form of representation, Convince Me appeared to be a good tool for representing subjects' beliefs. Multiple representations appeared useful for enhancing reasoning skills, allowing each student to use a representational form that was comfortable, while providing access to linked representations that offered a different perspective. (Contains 7 figures, 3 tables, and 46 references.) (Author/SLD)

ED 392 843 TM 024 686

Meshbane, Alice; Morris, John D.
Assuming Equal vs. Unequal Prior Probabilities of Group Membership in Discriminant Analysis: Effect on Predictive Accuracy.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Comparative Analysis; *Discriminant Analysis; *Group Membership; *Prediction; *Probability; *Sample

Status; *Test Use; Whites
IDENTIFIERS- *Bell Curve (Herrnstein and Murray); Elites

"The Bell Curve" by Richard J. Herrnstein and Charles A. Murray has ignited a fierce academic debate. They assert that IQ as measured by tests has replaced family wealth and status in determining jobs, income, class, and place in American life; that whites average 15 IQ points higher than blacks; and that high-IQ ruling elites, with fewer children than low-IQ nonwhites, are increasingly restricting nonwhites in ghettoes because of their social problems. This article sets these controversial themes into the context of a brief history of IQ and testing, examines the views of some noted admirers and critics of the book, summarizes Murray's response to his critics, and places IQ and race issues into a social context that considers socioeconomic and political trends. Murray contends that the book does not make as aggressive a case for genetic differences as critics argue. Critics see "The Bell Curve" as a threat to equality of educational oppportunity, and their distress affirms the belief that all people deserve an equal chance. "The Bell Curve" increases fears about race and class relations. (Contains 151 references.) (SLD)

ED 392 864 UD 030 825

Suleiman, Mahmoud F.
Educating the Arab American Child: Implications for Teachers.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Arabs; *Children; *Cultural Awareness; Cultural Background; Cultural Differences; Elementary Secondary Education; Ethnic Groups; *Multicultural Education; *North Americans; Outcomes of Education; Self Esteem; *Student Attitudes; Student Motivation; Teaching Methods
IDENTIFIERS- *Identity Crisis; Tolerance

This article presents relevant information about Arab American children as a guide for multicultural teachers. Given the alarming impact of cultural conditioning in American society, the previously invisible Arab Americans and their children have become visible in a negative way. Current cultural conditioning does not allow Arabs to see themselves positively, and it does not allow other Americans to see Arabs as they wish to be seen. Causes and effects of the identity crisis of the Arabic-speaking child are reviewed, and information from studies investigating Arab children's experiences in American schools is used to help teachers foster a more positive learning and teaching environment in culturally diverse classrooms to empower Arab children. Conditions of effective learning must be present to enhance motivation, promote tolerance, reduce prejudice, and multiply learning opportunities for all students. Understanding invisible Arab children is a key element in promoting their self-esteem and the desired educational outcomes. (Contains 39 references.) (SLD)

ED 392 865 UD 030 826

Private Options for Public Schools: Ways Public Schools Are Exploring Privatization. NSBA Best Practices Series.
PUB DATE- 95

Size
IDENTIFIERS- Accuracy; Bootstrap Methods

Cross-validated classification accuracies were compared under assumptions of equal and varying degrees of unequal prior probabilities of group membership for 24 bootstrap and 48 simulated data sets. The data sets varied in sample size, number of predictors, relative group size, and degree of group separation. Total-group hit rates were used to compare the relative accuracies across six assumptions about prior probabilities. Contrary to expectations, use of population priors did not always yield the highest hit rate. When group sizes were similar, equal priors yielded greater classification accuracy than sample estimated priors. Results suggest that, when group sizes are similar, use of unequal priors may lead to a decrement in classification accuracy, even with knowledge of population priors. (Contains 5 tables and 13 references.) (Author)

ED 392 844 TM 024 692

Gershon, Richard; Bergstrom, Betty
Does Cheating on CAT Pay: NOT!
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Algorithms; *Cheating; *Computer Assisted Testing; *Difficulty Level; Estimation (Mathematics); *Item Banks; Simulation; *Test Items
IDENTIFIERS- Ability Estimates; Rasch Model

When examinees are allowed to review responses on an adaptive test, can they "cheat" the adaptive algorithm in order to take an easier test and improve their performance? Theoretically, deliberately answering items incorrectly will lower the examinee ability estimate and easy test items will be administered. If review is then allowed, examinees can change answers from wrong to right, thereby raising their initial ability estimate. Following this strategy, examinees can take an easy test, rather than a test targeted to their ability. The consequences of following such a strategy, for the examinee and for the testing agency, are explored. Results of a simulation using data based on the Rasch model indicate that cheating is a risky business. If an examinee makes a mistake and fails to change even one answer from wrong to right, the consequences may be dire. When an item bank has very easy items and test length is short, highly able examinee ability is severely underestimated. In addition, "cheating" can be detected and prevented during test administration by altering test targeting. (Contains 4 figures, 4 tables, and 22 references.) (Author/SLD)

ED 392 845 TM 024 693

Kahl, Stuart R.; And Others
Setting Standards for Performance Levels Using the Student-Based Constructed-Response Method.
PUB DATE- 22 Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Contracts; Educational Economics; Educational Improvement; Educational Innovation; Elementary Secondary Education; Government School Relationship; *Private Sector; *Privatization; Program Descriptions; Program Development; *Public Schools; School Business Relationship; *School Districts; Special Education; Surveys

Contracting with the private sector is not new to public schools, but what is new is the scope of the services and programs offered by businesses and used by schools. This publication presents responses to a survey completed by 354 school districts belonging to the National School Boards Association (NSBA) about privatizing a wide array of school services. Section 1 discusses the use of private sector services by local school boards as an option for meeting the challenge of improving education. Section 2 includes brief descriptions of innovative ways in which school districts are using the services of the private sector for management services or instructional programs, as well as discussions of the experiences of districts that have considered and rejected privatization programs or services. Section 3 includes basic information about the districts that responded to the NSBA survey. Sixty-two percent of responding school districts have considered privatizing overall district operations or special areas of school management or instruction. In general, school management functions are more likely to be contracted out than instructional programs, with special education, at 14%, the most likely to be contracted out. (Contains eight figures.) (SLD)

ED 392 866 UD 030 827

Yoo, Claire Jung Jin, Comp.
Hear Our Voices. A Resource Directory of Immigrant and Refugee Women's Projects.
PUB DATE- Nov 95
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Advocacy; Economic Factors; *Females; *Immigrants; *Job Training; Organizations (Groups); *Profiles; Program Descriptions; *Refugees; Resources; *Social Services
IDENTIFIERS- *American Friends Service Committee

This directory includes listings of advocacy, economic development, organizing, legal assistance, social services, research, job training, and education programs for immigrant and refugee women. It is not a comprehensive listing of all such projects, but it is a select listing of groups which responded to a questionnaire produced by the Nationwide Women's Program a special unit of the American Friends Service Committee (AFSC), a Quaker peace and social justice organization. The first section presents 67 project profiles, describing the efforts of a variety of organizations. Eighteen immigration-related projects of the AFSC are described in the next section. Additional sections list: (1) 7 resource publications from the AFSC; (2) 12 legal resources; (3) 12 national and international organizational resources; (4) 4 published directories; (5) 11 reports and guides; and (6) 14

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Achievement Tests; *Constructed Response; *Cutting Scores; Definitions; *Educational Assessment; Grade 8; Item Response Theory; Judges; Junior High Schools; Mathematics Tests; *Performance Based Assessment; Policy Formation; Reading Tests; State Programs; *Test Construction; *Testing Programs
IDENTIFIERS- Maine Educational Assessment; Performance Levels; *Standard Setting

The assessment instruments of the Maine Educational Assessment emphasize extended constructed-response questions. The results from these assessments are reported in terms of percentages of students at four performance levels. The Student-Based Constructed-Response Method was used to establish performance standards for these levels on the eighth-grade reading and mathematics tests. First, a policy advisory group recommended general definitions for the four performance levels. Then, subject-area committees (including educators and noneducators) translated these definitions into brief subject-specific definitions. The members of these committees served as the judges for standard-setting, assigning individual students to proficiency levels based on a review of the students' answers to the extended constructed-response questions. Work from the full range of the item response theory ability scale was judged to identify the cut score intervals, and extensive review of those intervals pinpointed the cut scores. The judges attained high levels of agreement. (Contains 10 exhibits and 3 references.) (Author/SLD)

ED 392 846 TM 024 694

Kahl, Stuart R.
Scoring Issues in Selected Statewide Assessment Programs Using Non-Multiple-Choice Formats.
PUB DATE- 18 Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Equated Scores; *Performance Based Assessment; *Portfolios (Background Materials); Psychometrics; *Scoring; *State Programs; Test Construction; Test Format; *Testing Problems; Testing Programs; Test Reliability
IDENTIFIERS- *Alternative Assessment; Scoring Rubrics

Although few question the positive impacts alternative forms of assessment can have on instruction, concerns about the psychometric quality of data obtained from such assessments are taking their toll. Scoring issues are at the heart of many of these concerns. This paper addresses the causes of these concerns: misinformation about psychometric quality of different modes of performance assessment and resistance to applying existing, sound measurement practices in some performance-based assessment programs. Specific topics addressed include: (1) reliability of open-response tests; (2) double-scoring versus using more items; (3) unique problems of portfolios; (4) characteristics of scoring rubrics; (5) general select articles. (SLD)

ED 392 867 UD 030 828

Wattenberg, Esther, Ed.
Children in the Shadows: The Fate of Children in Neglecting Families. Proceedings of the Conference (Minneapolis, Minnesota, April 15, 1994).
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.; Minnesota State Dept. of Human Services, St. Paul.
PUB DATE- 95
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Child Development; Childhood Needs; *Child Neglect; Child Welfare; *Community Programs; Evaluation Methods; *Family Problems; Outcomes of Treatment; Policy Formation; Program Descriptions; *Public Policy; *Social Services

This collection of papers is drawn from a conference dedicated to children suffering from the harm associated with being born to neglecting families, a circumstance that has emerged as the most challenging phenomenon for the child welfare system. Papers consider the dimensions of the problem, treatment models, policy considerations, and recent trends. Papers include: (1) "Introduction. Neglected Children: Killing Them Softly" (Esther Wattenberg); (2) "Overview of the Conference Papers" (Esther Wattenberg); (3) "Alive but Not Well: An Overview of Policy, Program, and Practice Concerns with Neglecting Families" (Jeanne Giovannon); (4) "Testing the Community Standard on Neglect: Are We There Yet? Findings from a First-Stage Survey of Professional Social Services Workers" (Esther Wattenberg and Laura Boisen); (5) "Reconceptualizing Social Support: The Results of a Study on the Social Networks of Neglecting Mothers" (Sandra Beeman); (6) "Risk Assessment: What Do We Know? Findings from Three Research Studies on Children Reported to Child Protective Services" (Diana English); (7) "Throwing a Spotlight on the Developmental Outcomes for Children: Findings of a Seventeen-Year Follow-up Study" (Martha Farrell Erickson and Byron Egeland); and (8) "Testing Two Innovative Approaches: Summaries of Practice Project Presentations Given at the Conferences: 1. Amplifying Choice for Neglecting Families: Early Findings from a Research Study" (Philip AuClaire); 2. "Empowering Families To Disconnect from Public Agencies as They Find Resources within Their Own Communities" (Nancy Schaefer and Charles E. Jackson). References follow each paper. (Contains 17 tables.) (SLD)

ED 392 868 UD 030 829

Guerra, Nancy G.; And Others
Viewpoints: A Guide to Conflict Resolution and Decision Making for Adolescents.
PUB DATE- 95
NOTE- 106p.; For related "Teacher's Guide", see UD 030 830.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; *Conflict Resolution; *Curriculum; *Decision Making Skills; Group Membership; Interpersonal

scoring guides; (6) questions that do not allow "entry" for all students; (7) quantitative scoring rubrics; (8) equating issues; (9) giving scoring information to students; and (10) issues in writing scoring rubrics. The four exhibits include a general scoring guide and sample test items with scoring rubrics. (Author/SLD)

ED 392 847 TM 024 695

Baghi, Heibatollah; And Others
A Comparison of the Results from Two Equating Designs for Performance-Based Student Assessments.
PUB DATE- Apr 95
NOTE- 39p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Constructed Response; Correlation; *Educational Assessment; Elementary Secondary Education; *Equated Scores; Mathematics Tests; *Norm Referenced Tests; Raw Scores; Sample Size; State Programs; *Test Content; Testing Programs
IDENTIFIERS- *Anchor Tests; Delaware; Linking Metrics; Performance Based Evaluation; *Single Group Design

Issues related to linking tests with constructed response items were explored, specifically by comparing single-group and anchor-test designs to link raw scores from alternate forms of performance-based student assessments in the context of Delaware's assessment program using performance-based assessment. This study explored use of the two test designs for the mathematics assessments administered in 1993 and 1994. In the single-group design the equating study was conducted with 300 to 460 out-of-state students from 16 schools at grades 3, 5, 8, and 10. To equate the performance-based assessments using the anchor-test design (a sample of about 13,000 students each year), each student's 1993 performance-based assessment raw score was equated to the norm-referenced scale score from the Iowa Tests of Basic Skills for grades 3, 5, and 8 and the Tests of Achievement and Proficiency for grade 10. The same procedure was used for the 1994 performance-based assessment. Results suggested that, based solely on considerations of sample size, correlations, and sample matching, the anchor-test design would be expected to produce more accurate results than the single-group design. Commonality of content coverage between the performance assessment and the norm referenced test is essential. (Contains 3 figures, 18 tables in an appendix, and 10 references.) (SLD)

ED 392 848 TM 024 696

Shimberg, Benjamin
Assuring the Quality of Licensing and Certification Programs.
PUB DATE- 21 Apr 95
NOTE- 11p.; Presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

Competence; Life Events; *Problem Solving; Secondary Education;
*Self Concept; Self Control
IDENTIFIERS- *Viewpoints 10 Curriculum

This manual and workbook for adolescents presents a curriculum promoting self-understanding and understanding the points of view of others in order to resolve conflicts and solve common problems. After a review of problems adolescents face and a discussion of the skills needed to work effectively in a group, the lessons present the following steps to personal success: Lesson 1--"Thinking about Our Problems"; Lesson 2--"Is There a Problem?" (step 1); Lesson 3--"Stop and Think" (step 2); Lesson 4--"Why Is There a Conflict? Get the Facts/Check My Beliefs" (step 3); Lesson 5--"Why Is There Conflict? The Other's Perspective" (step 3); Lesson 6--"Problem Situations" (Review); Lesson 7--"What Do I Want?" (step 4); Lesson 8--"Think of Solutions" (step 5); Lesson 9--"Look at Consequences" (step 6); and Lesson 10--"Choose What To Do and Do It" (step 7) and "Evaluate Results" (step 8). Adolescents learn that problems to solve most of them successfully. (SLD)

ED 392 869 UD 030 830

Guerra, Nancy G.; And Others
Viewpoints: A Guide to Conflict Resolution and Decision Making for Adolescents. Teacher's Guide.
PUB DATE- 95
NOTE- 27p.; For volume to which this is a guide, see UD 030 829.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Attitude Change; *Conflict Resolution; *Curriculum; *Decision Making Skills; Group Membership; Interpersonal Competence; Life Events; *Problem Solving; Secondary Education; *Self Concept; Self Control; Small Group Instruction; Student Motivation
IDENTIFIERS- *Viewpoints 10 Curriculum

The "Viewpoints 10" curriculum is a 10-lesson structured training program for adolescents, designed to teach social problem-solving skills, increase impulse control, promote empathy, and develop prosocial attitudes. The lessons are intended to give students insight into themselves and to help them examine the motivation for their behavior. The underlying premise is that students will behave more responsibly if they learn to set positive goals for themselves, understand the consequences of their actions for themselves and others, and deal effectively with conflicts and problems that occur in everyday social interactions. Lessons are designed to be conducted in weekly sessions with small groups. The focus of the social-cognitive model underlying the program is on skills involved in processing information to solve social problems. The lessons have been field tested over 15 years, and the program has been evaluated in a maximum security facility. Skills for group participants are reviewed, and guides are presented for each lesson. (Contains two references.) (SLD)

ED 392 870 UD 030 832

Tichy, John; Craig, William J.
Income and Poverty. What the 1990 Census Says about Minnesota.
PUB DATE- 95
NOTE- 161p.; For a related document, see UD 030 833.
LANGUAGE- English

DESCRIPTORS- *Certification; *Licensing Examinations (Professions); *Quality Control; *Standards; *Test Construction; Test Use
IDENTIFIERS- High Stakes Tests; *Monitoring; Standards for Educational and Psychological Tests

When one considers the importance and social significance of licensing and certification examinations, it is amazing that the enterprise operates with virtually no societal oversight. The "Standards for Educational and Psychological Testing" and the "Code of Fair Testing Practices in Education" of the American Psychological Association, the American Educational Research Association, and the National Council on Measurement in Education are statements of ideals, but they lack any enforcement mechanism. Licensing and testing organizations are motivated to cut costs and show a profit, and their test development procedures are not always apparent to the test user. The creation of some sort of watchdog agency to monitor high-stakes tests might be advisable. The "Standards for Quality and Fairness in Testing" developed by the Educational Testing Service for its own use might be applicable to testing as a whole. These standards are enforced at ETS through a "Visiting Committee" that monitors the test auditing program. These standards may be a model for an external agency for the testing community that could conduct spot checks and grant approval of test development practices. Such an agency would be good for the testing community and for the public. (SLD)

ED 392 849 TM 024 705

Loft, John D.; And Others
Methodology Report for the National Postsecondary Student Aid Study, 1992-93. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 303p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Analysis; Data Collection; Demography; *Educational Finance; Field Tests; Institutional Characteristics; Interviews; National Surveys; Parents; *Paying for College; *Postsecondary Education; Private Schools; Public Schools; *Research Methodology; Sampling; Student Characteristics; Student Costs; *Student Financial Aid; Student Surveys; Tables (Data)
IDENTIFIERS- *National Postsecondary Student Aid Study; Weighting (Statistical)

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study conducted by the National Center for Education Statistics to determine how students and their families pay for postsecondary education and to describe some demographic and other characteristics of those enrolled. The study is based on a nationally representative sample of students in postsecondary education, including undergraduate, graduate, and first-professional students at public and private institutions, whether less-than-two-year, two-year, or four-year. Data were available on about 82,000 students, and parents of 18,000 students were selected for a telephone interview. This discussion of survey methodology focuses on: (1) study objectives and design; (2) institution sampling and enlistment; (3) student and parent sampling; (4) institutional records data collection; (5) student and parent surveys; (6) file creation and data analysis; (7) weights and variance estimation; (8) the

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Census Figures; Family Characteristics; *Income; *Minority Groups; *Poverty; *Racial Differences; Tables (Data); *Urban Areas; Urban Demography
IDENTIFIERS- Census 1990; Minnesota (Minneapolis); Minnesota (Saint Paul); *Minnesota (Twin Cities)

This report is a look at what the 1990 Census has to say about income and poverty in Minnesota and its major metropolitan area, the Twin Cities (Minneapolis and Saint Paul). The report is organized into five parts, each addressing a different variation on the central theme of income and poverty: (1) Income Overview; (2) Income Types; (3) Poverty Overview; (4) Household Types and Poverty; and (5) Race, Income, and Poverty. After review of census figures providing the truth about poverty and minorities, it is clear that minorities are, in fact, worse off than whites in terms of income and poverty. The causes of racial disparities in income and poverty are complex and tightly interwoven, and the census cannot reveal all these complexities. Household composition and age certainly help explain minority poverty, but it is not clear whether they are causes, contributing factors, effects, or a combination of the three. Although the census can illuminate much about cities and poverty, it cannot explain racism and poverty. Four appendixes contain maps of Minnesota counties and cities. (Contains 4 maps, 43 figures, 68 tables, and 15 references.) (SLD)

ED 392 871 UD 030 833

Adams, John S.; And Others
The Path of Urban Decline. The Twin Cities and Ten Other U.S. Metropolitan Areas. What the 1990 Census Says about Minnesota.
PUB DATE- 95
NOTE- 137p.; For a related document, see UD 030 832.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Census Figures; Comparative Analysis; Inner City; *Labor Force; Low Income Groups; *Poverty; Resource Allocation; Tables (Data); *Tax Allocation; *Urban Areas; Urban Demography; Urban Problems; *Welfare Recipients
IDENTIFIERS- Census 1990; Minnesota (Minneapolis); Minnesota (Saint Paul); *Minnesota (Twin Cities)

This report is the second in a series on What the 1990 Census Says about Minnesota. A group of urban specialists gathered to examine a set of metropolitan areas that share important features that were thought to be related to central-city decline as evidenced in Minnesota's Twin Cities, Minneapolis and Saint Paul. Six cities were identified as substantially similar to the Twin Cities, and four others were identified as substantially different. Variables studied in all 10 cities included one direct measure of poverty and 4 other characteristics considered indicators of weak labor force attachment: (1) the proportion of persons in each census tract living in households below the poverty level; (2) the proportion of households receiving public assistance; (3) the proportion of families and subfamilies headed by females; (4) the proportion of persons 16 to 19 years of age not in school and not working; and (5) the proportion of males 16 and older unemployed or underemployed. Examination of census and other data in these areas indicates that the Twin Cities area is in better shape than many comparable cities. While the inner-city

1993 NPSAS field test; and (9) a summary and recommendations for survey improvement. Six appendixes provide further details about methodology, including a formulation of the generalized rating model. (Contains 17 figures and 56 tables.) (SLD)

ED 392 850 TM 024 706

Sietsema, John; Bose, Jonaki
Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 1992-93. Statistical Analysis Report.
PUB DATE- Oct 95
NOTE- 57p.; For the 1991-92 report, see ED 372 111.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Enrollment; Geographic Distribution; *Institutional Characteristics; Public Schools; School Demography; School Districts; *School District Size; State Departments of Education; Student Characteristics; *Urban Schools

This publication provides basic descriptive information about the 100 largest school districts in the United States and its outlying areas. The information was provided by state education agencies about student membership, revenues, and expenditures. The 100 largest districts, representing fewer than 1% of the nation's school districts, serve about 23% of public school students and employ about 23% of public school teachers. Almost all of these districts encompass large cities, but only about half are confined to city limits. One-third of these districts are found in Florida, Texas, and California; and more than half of these large districts have minority enrollment of over 50%. In addition, schools in the 100 largest districts tend to be about 38% larger than the average American school. Information on school and student characteristics and school finances is presented in 10 basic tables. Three text tables establish a meaningful context for the information on the 100 school districts. Appendixes list the 500 largest school districts, and an alphabetical list of the 500 districts. (SLD)

ED 392 851 TM 024 708

Rollefson, Mary R.; Broughman, Stephen P.
Teacher Supply in the United States: Sources of Newly Hired Teachers in Public and Private Schools, 1988-1991. Statistical Analysis Report.
PUB DATE- Oct 95
NOTE- 50p.; For an earlier statistical analysis report on the same subject, see ED 361 352.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; Educational Planning; Elementary Secondary Education; Employment Patterns; *Labor Force; National Surveys; *Private Schools; *Public Schools; Tables (Data); Teacher Education; Teacher Recruitment; *Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

Data from this report on sources of new teachers in the United States are from the 1987-88 and 1990-91 Schools and Staffing Survey (SASS) of the National Center for Education Statistics, a multilevel linked survey of public and private schools, cannot be said to be risk-free, troubled areas in the core cover only a fraction of the total city area. The fiscal disparities law that redistributes tax revenues in the area is excellent, but tax-base sharing alone cannot address all the inner city's needs. (Contains 7 tables, 70 figures, and 30 references.) (SLD)

ED 392 872 UD 030 834

Sculli, Joan G.
Dating Violence: Youth at Risk. The Family Forum Library.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Behavior Patterns; *Dating (Social); Emotional Response; Females; Risk; *Sexual Abuse; Sexual Harassment; Victims of Crime; *Violence

Dating violence can be described as a pattern of repeated threats or acts of physical, sexual, or emotional abuse by a member of an unmarried, noncohabitating couple. Dating violence is most often a pattern of behavior that begins with verbal and emotional abuse and eventually escalates into physical battering. Teens are particularly at risk because they often experiment and take risks in their efforts to demonstrate that they can handle problems on their own. Young people who have been victims of child abuse or who have witnessed abuse in their homes are more likely to engage in abuse or to see it as acceptable in a romantic or sexual relationship. A relationship is destructive if it hurts or frightens a partner, or does not make partners feel good about themselves. Signs that a relationship is not good are listed, and some suggestions are given to enable a young woman to determine if a male partner is likely to be violent. Suggestions are also offered about what to tell a young female victim, how parents can help a child, and how other adults can help young people confronted with dating violence. (SLD)

ED 392 873 UD 030 835

Gleason, Charles; Driscoll, Maryanne
How To Tell If a Child Is Using Drugs. The Family Forum Library.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Children; Drinking; *Drug Use; *Identification; *Parent Child Relationship; Parent Education; *Self Esteem; Smoking; Values Education
IDENTIFIERS- *Addictive Behavior

This booklet is designed to give parents practical suggestions for guarding against their children's use of illegal drugs and to help them identify children who are already drug users. The drugs most children start out with are the two most dangerous drugs in our country, alcohol and nicotine. These drugs are dangerous because they are legal, and their use is treated casually. Many experts believe them to be "gateway" drugs providing entrance into the world of illegal drug use. In any school districts, principals, and teachers. As fewer college graduates enter teaching, concerns have risen about possible teacher shortages. The SASS provides information to help in educational planning. In 1990-91, 177,000 teachers were newly hired in the nation's schools, an increase of 33% over 1988. These new hires accounted for 6% of the public teacher workforce and 13% of the private teacher workforce. Between 1988 and 1991 the sources of newly hired teachers shifted as both public and private schools hired relatively fewer reentrants, teachers returning after a break in service, and relatively more first-time teachers. First-time teachers represented about 53% of all public school new hires in 1991, with about 34% being newly prepared teachers and 19% being delayed entrants to teaching. Transfers from other teaching jobs supplied 16% of public and 22% of private new hires. (Contains 3 figures, 18 tables, and 22 references.) (SLD)

ED 392 852 TM 024 709

Horn, Laura J.; And Others
Profile of Undergraduates in U.S. Postsecondary Education Institutions: 1992-93. With an Essay on Undergraduates at Risk. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 187p.; For an earlier statistical analysis report on the same subject, see ED 354 831.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Persistence; Educational Attainment; Employment Patterns; Enrollment; Higher Education; *High Risk Students; Majors (Students); *Profiles; *Student Characteristics; Student Financial Aid; Student Responsibility; Tables (Data); *Undergraduate Students
IDENTIFIERS- *National Postsecondary Student Aid Study

This report profiles undergraduates enrolled in postsecondary education for the academic year 1992-93. It relies on data from the 1992-93 National Postsecondary Student Aid Study, third in a series conducted by the Department of Education. The report begins with an essay that explores the extent to which undergraduates have outside responsibilities and enrollment patterns that increase their risk of not attaining a degree or postsecondary certificate. Following the essay, a compendium of tables provides comprehensive information about enrollment patterns, programs of study, student characteristics, financial aid receipt and employment, students' educational aspirations, and their community service participation. Not since the 1970s has the typical postsecondary student been a recent high school graduate enrolled full-time at a four-year school, and working toward a Bachelor's degree. On the contrary, such students represented only about one-third of undergraduates enrolled in 1992-93. The first section of the compendium contains detailed risk factor tables, and the remaining sections are marked to highlight topic findings. (Contains 9 text tables, 8 figures, and 58 tables in the compendium.) (SLD)

ED 392 853 TM 024 891

Hoffman, Charlene M.
Federal Support for Education. Fiscal Years 1980 to 1995.
PUB DATE- Nov 95

case, the disease of addiction seems to follow a predictable course whether it involves alcohol or illegal drugs. There is no one psychological profile than can be identified as a prototypic addictive profile, but youngsters with poor self-esteem seem to be particularly at risk. Fourteen signs of drug use are outlined for parents. While there is no foolproof way to keep children from drugs, values education, promotion of self-esteem, and limit setting can help them choose a drug-free lifestyle. Some treatment alternatives are briefly discussed, and three resources for help are listed. (SLD)

ED 392 874 UD 030 837

Steward, Robbie J.; And Others
Examining the Relationships between Stages of Racial Identity, Cognitive Development, and Multicultural Counseling Training.
PUB DATE- Aug 95
NOTE- 32p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Competence; *Counselor Training; *Graduate Students; Graduate Study; Higher Education; *Multicultural Education; *Racial Identification; Regression (Statistics); Scores; Sex Differences; Test Results; *Whites

This study examined the extent to which counseling students' sex, self-reported multicultural competence, and cognitive development stage scores account for the variance in White Racial Identity Stage scale scores. Participants, who were 92 white graduate students in counseling, took the White Racial Identity Attitude Scale, a 50-item self-report that assesses 5 racial identity stages proposed by J. E. Helms (1984). In general, regression analyses revealed that at least one, and in some cases, all four stages of cognitive development scores accounted for the variance in all five of the stages of white racial identity. Sex significantly accounted for the variance in four of the five stages of white racial identity, and self-reported multicultural competence accounted for the variance in three. It appeared that white racial identity attitudes were influenced not only by multicultural training and sex but by the complexity of cognitive schema that students bring to training. Implications for training are discussed. (Contains 6 tables and 47 references.) (SLD)

ED 392 875 UD 030 838

Stull, Judith C.; And Others
Large Data Sets: Opportunities and Challenges for Educational Researchers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Context Effect; *Data Analysis; Data Collection; *Educational Research; High Schools; *High School Students; Junior High Schools; Junior High School Students; *National Surveys; Research Methodology; *Sample Size; Sex Differences
IDENTIFIERS- Data Sets; *Large Scale Assessment; *Missing Data; National Center for Educational Statistics; National Education

Achilles, C. M.

The Problem Is Only Part of the Problem.
16p. 1mf. L1 ED 392 144

Achilles, Charles M.

"The How" of Collaboration.
11p. 1mf. L1 ED 392 145

Adams, Hetty

Peace in the Classroom: Practical Lessons in Living for Elementary-Age Children.
139p. 0mf. L3 ED 392 520

Adams, John S.

The Path of Urban Decline. The Twin Cities and Ten Other U.S. Metropolitan Areas. What the 1990 Census Says about Minnesota.
137p. 2mf. L1 ED 392 871

Advincula-Carpenter, Marietta M.

Comparison of Responses on the 1994 Biennial Student Survey by the Consumer and Hospitality Services Division and Overall Students of the Milwaukee Area Technical College.
63p. 1mf. L1 ED 391 876

Development of a Process to Internationalize Occupational Programs in the Consumer and Hospitality Services Division.
62p. 1mf. L1 ED 391 877

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73p. 1mf. L1 ED 391 878

Modification of Three Clothing Diploma Programs in the Consumer and Hospitality Services Division.
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Afflerbach, Peter P.

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30p. 1mf. L1 ED 392 020

Aiex, Nola Kortner

Prescient Science Fiction: Monteiro Lobato's "O Presidente Negro" after 70 Years.
12p. 1mf. L1 ED 392 061

Albright, Michael J.

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15p. 1mf. L1 ED 392 411

Instructional Technology and Higher Education: Rewards, Rights, and Responsibilities.
19p. 1mf. L1 ED 392 412

Carrasquillo, Angela L.

Language Minority Students in the Mainstream Classroom. Bilingual Education and Bilingualism 7.
202p. 0mf. L3 ED 392 281

Carriero, Corinne

Building a Learning Community: Telecommunications, Collaborations, and Sharing on Long Island.
7p. 1mf. L1 ED 392 418

Carter, Judy H.

Dealing with Parasites in Group Projects.
30p. 1mf. L1 ED 392 100

Cavatta, M. Louise

New Mexico Enhanced ACT and SAT Results. School Year 1991-1992.
58p. 1mf. L1 ED 392 808

New Mexico Enhanced ACT and SAT Results. School Year 1992-1993.
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7p. L1 ED 392 439

Learning to Care, for a Healthier Tomorrow.
16p. L1 ED 392 322

Legislation for Change: A Case Study of Title IX and the Women's Educational Equity Act Program. Center for Equity and Cultural Diversity Working Paper 3.
28p. L1 ED 392 705

The Living Textbook: A Demonstration of Information on Demand Technologies in Education.
6p. L1 ED 392 419

Locality Types and School Types: Towards Baselines for Improvement and Effectiveness in Secondary Schools.
11p. L1 ED 392 166

Locus of Control in Early Childhood Education: Where Did We Come From? Where Are We Now"? Where Might We Go from Here?
23p. L1 ED 392 554

AA - ERIC Processing and Reference Facility

AA001270	ED391872

CE - Adult, Career, and Vocational Education

CE070144	ED391873
CE070297	ED391874
CE070306	ED391875
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SO - Social Studies/Social Science Education

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CG - Counseling and Student Services

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SO026281	ED392737

SP - Teaching and Teaching Education

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CS - Reading, English, and Communication

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TM - Assessment and Evaluation

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EA - Educational Management

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UD - Urban Education

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EC - Disabilities and Gifted Education

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FL - Language and Linguistics

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HE - Higher Education

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IR - Information and Technology

IR017071	ED392388
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IR017709	ED392418
IR017710	ED392419
IR017711	ED392420

IR017712	ED392421
IR017713	ED392422
IR017714	ED392423
IR017715	ED392424
IR017716	ED392425
IR017717	ED392426
IR017718	ED392427
IR017719	ED392428
IR017720	ED392429
IR017721	ED392430
IR017722	ED392431
IR017723	ED392432
IR017724	ED392433
IR017725	ED392434
IR017726	ED392435
IR017727	ED392436
IR017728	ED392437
IR017729	ED392438
IR017730	ED392439
IR017731	ED392440
IR017732	ED392441
IR017734	ED392442
IR055822	ED392443
IR055823	ED392444//
IR055827	ED392445
IR055828	ED392446
IR055829	ED392447//
IR055830	ED392448
IR055831	ED392449//
IR055832	ED392450//
IR055833	ED392451//
IR055834	ED392452//
IR055835	ED392453//
IR055836	ED392454//
IR055839	ED392455//
IR055840	ED392456//
IR055842	ED392457
IR055843	ED392458
IR055845	ED392459
IR055846	ED392460
IR055847	ED392461//
IR055848	ED392462
IR055849	ED392463
IR055850	ED392464
IR055851	ED392465
IR055852	ED392466
IR055858	ED392467

JC - Community Colleges

JC940669	ED392468
JC950550	ED392469
JC960103	ED392470
JC960105	ED392471
JC960123	ED392472
JC960124	ED392473
JC960125	ED392474
JC960126	ED392475
JC960127	ED392476
JC960137	ED392477
JC960138	ED392478
JC960139	ED392479
JC960140	ED392480
JC960142	ED392481

JC960143	ED392482
JC960144	ED392483
JC960145	ED392484
JC960146	ED392485
JC960147	ED392486
JC960150	ED392487
JC960151	ED392488
JC960153	ED392489
JC960154	ED392490
JC960155	ED392491
JC960156	ED392492
JC960157	ED392493
JC960158	ED392494
JC960159	ED392495
JC960160	ED392496
JC960161	ED392497
JC960162	ED392498
JC960163	ED392499
JC960164	ED392500
JC960165	ED392501
JC960166	ED392502
JC960167	ED392503//
JC960169	ED392504
JC960170	ED392505
JC960171	ED392506
JC960172	ED392507
JC960173	ED392508
JC960174	ED392509
JC960190	ED392510

PS - Elementary and Early Childhood Education

PS023118	ED392511
PS023400	ED392512
PS023527	ED392513
PS023633	ED392514
PS023644	ED392515//
PS023789	ED392516
PS023821	ED392517
PS023861	ED392518
PS023862	ED392519
PS023893	ED392520//
PS023911	ED392521
PS023914	ED392522
PS023916	ED392523
PS023918	ED392524
PS023924	ED392525
PS023931	ED392526
PS023934	ED392527
PS023937	ED392528
PS023945	ED392529
PS023947	ED392530//
PS023948	ED392531//
PS023955	ED392532
PS023957	ED392533
PS023975	ED392534
PS023980	ED392535
PS024018	ED392536//
PS024020	ED392537
PS024024	ED392538
PS024026	ED392539
PS024029	ED392540
PS024035	ED392541//
PS024040	ED392542

PS024042	ED392543
PS024043	ED392544//
PS024044	ED392545//
PS024046	ED392546//
PS024048	ED392547
PS024053	ED392548
PS024054	ED392549
PS024055	ED392550
PS024057	ED392551
PS024059	ED392552//
PS024061	ED392553
PS024062	ED392554
PS024063	ED392555
PS024064	ED392556
PS024118	ED392557
PS024122	ED392558

RC - Rural Education and Small Schools

RC020134	ED392559
RC020215	ED392560
RC020216	ED392561
RC020217	ED392562
RC020218	ED392563
RC020310	ED392564
RC020422	ED392565
RC020435	ED392566
RC020448	ED392567//
RC020450	ED392568
RC020451	ED392569//
RC020452	ED392570//
RC020453	ED392571
RC020454	ED392572//
RC020455	ED392573//
RC020457	ED392574//
RC020459	ED392575
RC020461	ED392576
RC020462	ED392577//
RC020463	ED392578
RC020464	ED392579
RC020465	ED392580
RC020466	ED392581
RC020470	ED392582//
RC020471	ED392583
RC020472	ED392584
RC020474	ED392585
RC020486	ED392586
RC020487	ED392587
RC020488	ED392588
RC020489	ED392589
RC020508	ED392590//

SE - Science, Mathematics, ans Environmental Education

SE056351	ED392591//
SE056903	ED392592
SE057104	ED392593
SE057626	ED392594
SE057652	ED392595//
SE057677	ED392596//
SE057680	ED392597
SE057683	ED392598
SE057691	ED392599//
SE057698	ED392600

SE057700	ED392601
SE057703	ED392602
SE057705	ED392603
SE057706	ED392604
SE057707	ED392605
SE057708	ED392606
SE057732	ED392607
SE057768	ED392608
SE057770	ED392609//
SE057772	ED392610
SE057775	ED392611
SE057785	ED392612//
SE057786	ED392613//
SE057787	ED392614//
SE057788	ED392615//
SE057792	ED392616//
SE057793	ED392617//
SE057794	ED392618
SE057795	ED392619
SE057796	ED392620
SE057797	ED392621
SE057798	ED392622
SE057799	ED392623
SE057800	ED392624
SE057801	ED392625
SE057846	ED392626
SE057853	ED392627
SE057857	ED392628
SE057859	ED392629//
SE057860	ED392630
SE057863	ED392631
SE057924	ED392632
SE057945	ED392633
SE057951	ED392634
SE057956	ED392635
SE057959	ED392636
SE057967	ED392637
SE057968	ED392638
SE057969	ED392639
SE057970	ED392640
SE057971	ED392641
SE057972	ED392642
SE057977	ED392643
SE057981	ED392644
SE057987	ED392645
SE057997	ED392646//
SE058044	ED392647//
SE058045	ED392648//
SE058056	ED392649
SE058058	ED392650
SE058059	ED392651
SE058106	ED392652//